

**International School  
HO CHI MINH CITY**

*Energized • Engaged • Empowered*

# The IB Extended Essay

Student handbook

2018-2020

ISHCMC

[Link to IB EE Guide](#)

[Reflections on planning and progress form.](#)

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## Extended Essay Agreements

[Proposal and Agreement forms](#) are the first vital steps to undertaking your Extended Essay.

Students MUST complete their proposal on Managebac and discuss it with their supervisor during their first meeting. his proposal and all document will be kept on managebac.

Step 1: During your first meeting with your supervisor download the agreement form and complete it together with your supervisor.

Step 2: Upload this agreed document into the managebac folder entitled Student - Supervisor Agreement.

Step 3: Students MUST complete their proposed question on Managebac and discuss it with their supervisor during their first meeting. his proposal and all document will be kept on managebac.

Supervisor/Student Agreement:

Student name	
Student number	
School name	The International School Ho Chi Minh City
School number	1047
Supervisor name	
Question	

Please note: This is an example set of agreements. In your first supervisor meeting, you will need to develop your own document!

### Student

In order to complete the Extended Essay, I agree to:

- read and make use of all the guidance provided
- do my best at all stages of the research process
- ensure that all work is my own - see academic honesty and ethical policy guidelines
- arrange meetings with my supervisor and attend these
- respect deadlines

I understand that my supervisor will communicate with my parents if significant concerns arise.

Name:

Date:

### Supervisor

In order to complete the Extended Essay, I agree to:

- read and make use of all the guidance provided
- do my best to support the student by giving ongoing feedback
- make myself available for at least one meeting per month
- report any problems or concerns to the DP Coordinator
- keep my student's parents informed of progress

Name:

Date:

# 1. Introduction: Extended Essay Overview

## *What You Need to Know About the Extended Essay (EE)*

- It is a formal independent research essay on a focused topic from any of the approved Diploma Programme subjects
- It a focused topic chosen from the list of available Diploma Programme subjects for the session in question, 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.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Handbook of procedures for the Diploma Programme for the session in question.
- 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.
- Approximately 40 hours of work by the student.
- All Diploma Programme students must complete the Extended Essay in order to graduate with an IB Diploma and is an option for course students.
- The EE is externally assessed by the IB
- Must achieve a minimum D grade or higher to be awarded the Diploma.
- The grade for the EE and TOK combine for a maximum of 3 points of the total 45 IB Diploma points
- 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.
- The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher
- The purpose of Viva Voce is to reflect on the process of writing your essay, clarify elements of your essay, check for plagiarism/malpractice, and to aid in the supervisor's report.
- An assessment of this reflection process is made under critterion E (Engagement) using the Reflections on planning and progress form.
- A viva voce, a short interview, with your supervisor is conducted when the final draft of the Extended Essay is submitted.
- You will choose a teacher as your supervisor to provide guidance and advice (5 hours maximum will be allocated for this purpose); however, the actual work of researching and writing the essay is your responsibility.

For further information please go to this [presentation](#) on the basics of the Extended Essay

### ***Why Write the Extended Essay?***

Undertaking the EE assists in developing vital research, writing, analytical and critical thinking skills, all of which are essential for university studies. It allows you to independently explore a question that they feel passionate about. The essay can enhance college applications and the admissions process, particularly if the essay is on a topic you wish to major in.

### ***The Road to completion of the EE***

Year 1:

Month	Details
December/January	<ul style="list-style-type: none"><li>• Students identify and review potential topic(s) and subject(s) of interest</li><li>• Students begin the year with sessions/workshops on the EE, plagiarism, core research skills, referencing, developing research questions</li></ul>
January .	<ul style="list-style-type: none"><li>• Students narrow their topics down into feasible research questions</li><li>• Students ask a teacher to be their supervisor</li><li>• Research questions is developed and approved on Managebac by the supervisor</li><li>• Student/supervisor agreement is developed, signed and uploaded into Managebac</li></ul>
Feb.	<ul style="list-style-type: none"><li>• Meet with supervisor and plan investigation and writing process; undertake preparatory reading.</li><li>• Record reflections on the <a href="#">RPPF</a></li></ul>
March - May	<ul style="list-style-type: none"><li>• Student carries out research as planned</li><li>• Meet with supervisors periodically (3 times) on agreed upon dates</li></ul>
Summer break	<ul style="list-style-type: none"><li>• First draft is fully completed as a google doc, including the abstract, the essay, the bibliography</li></ul>

Year 2:

Month	Details
August	<ul style="list-style-type: none"><li>• Draft is submitted on Managebac, turn it in reports run by supervisors</li><li>• Supervisors will review structure and criteria of the extended essay</li><li>• First draft feedback provided through the google doc to students</li><li>• Record reflections on the <a href="#">RPPF</a></li></ul>

September	<ul style="list-style-type: none"> <li>● Students begin revising the first draft of their EE.</li> <li>● IB session on formal presentation, writing the abstract, introduction, and conclusion, and turnitin</li> </ul>
Oct.	<ul style="list-style-type: none"> <li>● Students revise first draft in line with supervisor's comments and</li> </ul>
Nov.	<ul style="list-style-type: none"> <li>● Students submit their final copies (2) to the supervisor,</li> <li>● Appointments made for Viva Voce interviews</li> <li>● Viva Voce interviews</li> <li>● Complete 3 reflection on Record reflections on the <a href="#">RPPF</a></li> </ul>
Dec.	<ul style="list-style-type: none"> <li>● Final submission formalities (supervisor and student): complete the extended essay cover sheet, sign to confirm authenticity</li> <li>● Predicted grades by supervisors are taken into account</li> <li>● Supervisor to complete comments on the Record reflections on the <a href="#">RPPF</a></li> </ul>

### ***Responsibilities of the Student***

It is required that students:

- choose a topic that fits into one of the subjects on the approved extended essay list (see above)
- observe the regulations relating to the EE
- meet deadlines
- acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when, and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as their research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

(The IB Extended Essay Guide)

## ***Supervisor's Role***

You will understand that the role of your supervisor will be to:

- Encourage and support you in your efforts
- Provide advice of a subject specific nature.
- Make sure that the work is your own.
- Complete the supervisor report
- Conduct the Viva Voce

You will understand that the role of your supervisor will **not** be to:

- Get you started and tell you what to do.
- Give you a research question.
- Give you the resources
- Edit your work.
- Remind you of the deadlines
- Chase you to be able to read a draft and offer advice

(“Extended Essay Guidelines”)

An outline of the [School, Supervisor and Student responsibilities](#) is available at the IB Extended Essay site.

## ***Tips from Examiners***

Extended Essay Examiners’ reports provide the following positive steps for students to take.

Before starting work on the extended essay, students should:

- read the assessment criteria contained in the general EE rubric and the specific subject area guides
- read previous essays to identify strengths and possible pitfalls
- spend time working out the research question (imagine the finished essay)
- work out a structure for the essay.

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice
- record sources as they go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that can be answered if there is a problem with the original topic
- use the appropriate language for the subject
- let their interest and enthusiasm show.
- Complete 2 reflections with supervisor during the research and writing process

- Use the [RPPF](#) to record reflections. This will be submitted to the IB examiner at the end of the EE process.

After completing the essay, students should:

- Undertake the third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher
- check and proofread the final version carefully
- Finalise the 3 reflections recorded on the [RPPF](#).

(The IB Extended Essay Guide, 2013)

## 2. Plagiarism and Referencing

### Academic honesty

Academic honesty 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 honesty 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 honesty in the IB and the Diploma Programme, please consult the IB publications:

- [Academic honesty in the IB educational context](#)
- [Effective citing and referencing](#)
- [Diploma Programme: From principles into practice](#)
- [General regulations: Diploma Programme.](#)

### ***What is Plagiarism?***

Plagiarism is “a form of cheating” and is considered a serious academic offence. According to the MLA Handbook for Writers of Research Papers, Plagiarism has two categories:

- Using another person’s ideas, information, or expressions without acknowledging that person’s work.
- Passing off another person’s ideas, information, or expression as your own to get a better grade

(Garibaldi 66)

There can be cases of intentional and unintentional plagiarism (see Appendix A and B for examples of plagiarism). The difference is that in the former you are aware of stealing another person’s work/ideas/information/expressions, and in the latter it may be accidental (usually due to lack of knowledge on what constitutes plagiarism). Both unintentional and intentional instances of plagiarism are viewed as dishonest and disgraceful and will result in a failure of the extended essay.

### ***When Citations or References Are Not Needed***

You will not need to reference sources for:

- Familiar proverbs (“You can’t judge a book by its cover”)
- Well-known quotations (“We shall overcome”)
- Common knowledge (“George Washington was the first president of the United States”)  
(Garibaldi 73)

However, when in doubt, it is better to cite rather than to risk unintentionally plagiarizing.

### ***How to Avoid Plagiarism***

- Make sure to always acknowledge the author when “repeating or paraphrasing another’s wording, when taking a particularly apt phrase, and when paraphrasing another’s argument or presenting another’s line of thinking” (Garibaldi 71).
- Remember, it is better to reference or cite too much than to reference or cite too little and risk unintentionally plagiarizing.
- Start your research early, don’t procrastinate, and organize your time! Instances of deliberate plagiarism often happen when students have put off their research and writing and later find that they do not have enough time to produce a quality essay. Because the EE is an independent task, it is even more important that you organize your time wisely over the two years in order to meet deadlines.
- If you are having trouble with your EE, don’t ignore it until it is too late and the temptation to plagiarize is at its greatest. There are many proactive and preventative

actions you can take: talk to your supervisor/EE Coordinator/Guidance Counsellor, ask for help, make proactive changes that will help you complete your EE (e.g. talk to your teachers about extensions for other assignments, take time off from an extra-curricular activity, work at a library or a quiet place away from distractions).

- During your research process, you should distinguish clearly between quotations, paraphrases, and your own ideas by using citations. This is not only helpful in avoiding “accidentally” adopting ideas or wordings as your own, but also in keeping your information organized as citations will tell you what source and page number the information is from.
- When you are taking notes, summarize, paraphrase, or synthesize (creating a new idea from what you have read) what you have read; avoid merely copying down word for word.

### ***How to Avoid Collusion:***

- Do not share your work with any other person, either digitally or in hard copy. Do not ask for or take another student’s work, even if it is to just check for formatting. The IB takes collusion very seriously and it is possible for both students involved to lose their Diploma, should the work of one student be used in another student’s work.

For an overview of the pros and cons of using different citation methods, referencing and writing bibliographies and works cited please go to this [presentation](#) by the Head Librarian.

Likewise for information on boolean research techniques please go this [presentation](#) by the Head Librarian

### ***The MLA Format***

The Modern Language Association (MLA) format is a parenthetical documentation style that is popular for use in the humanities. The MLA format uses parenthetical citations within the written work that is connected to a full works-cited list at the end of the written piece (Garibaldi 142).

The following is an overview of how to cite common sources in the works cited list and in-text:

#### **Works Cited List**

The Works Cited List comes at the end of the written work on a separate page. All sources used should be listed in alphabetical order, double spaced, and if the entry runs over one line, you must indent that line ½ an inch. The title should be centred (Garibaldi 145).

Example:

### Works Cited

Chaucer, Geoffrey. *The Works of Geoffrey Chaucer*. Ed. F.N. Robinson. 2nd ed. Boston:

Houghton, 1957. Print.

Fukuyama, Francis. *Our Posthuman Future: Consequences of the Biotechnology Revolution*. New

York: Farrar, 2002. Print.

### Book

Book with one author:

Author's name (last name, first name). Title of the book. Publication information (city of publication: publisher's name, year of publication). Medium of publication (Print, Web, CD, etc.)

→ Fukuyama, Francis. *Our Posthuman Future: Consequences of the Biotechnology Revolution*. New York: Farrar, 2002. Print.

Book with more than one author:

→ Eggins, Suzanne, and Diana Slade. *Analysing Casual Conversation*. London: Cassell, 1997. Print.

Book with an editor and a specific edition:

→ Chaucer, Geoffrey. *The Works of Geoffrey Chaucer*. Ed. F.N. Robinson. 2nd ed. Boston: Houghton, 1957. Print.

### Electronic Sources

An entire website:

Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher)\*, date of resource creation (if available)\*. Medium of publication. Date of access.

\*Use n.p. if no publisher name is given, and n.d. if no date of publishing date is given.

- Seaman, David. Electronic Text Center. Alderman Lib., U of Virginia, 2002. Web. 19 June 2002.

A web page:

- “How to Make Vegetarian Chili.” ehow. Demand Media, n.d. Web. 24 Feb 2009.

An article in an online scholarly journal:

Last name, First name. “Title.” Title of the publication volume and issue numbers (year of publication): page numbers for the article in the journal. Medium of publication. Date accessed.

- Dolby, Nadine. “Research in Youth Culture and Policy: Current Conditions and Future Directions.” *Social Work and Society: The International Online-Only Journal* 6.2 (2008): 120-200. Web. 20 May 2009.

#### Article in a Scholarly Journal

Author’s Name (Last name, first name). “Title of Article.” Journal Title Volume Number (year of publication); Page numbers.

- Trumpener, Katie. “Memories Carved in Granite: Great War Memorials and Everyday Life.” PMLA 115 (2000): 1096-1103.

#### In-Text Citations

If you are quoting, paraphrasing, or using someone else’s idea, you must provide a parenthetical citation within the text of your written work.

The information you need is the author’s name and page number. If there is no known author, skip to the next piece information, which is the title of the resource.

Examples:

- Human beings have been described by Kenneth Burke as “symbol –using animals” (3).
- Human beings have been described as “symbol-using animals” (Burke 3).
- We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

(“MLA Formatting and Style Guide”)

For more information, on MLA and other citation methodology check out <https://owl.english.purdue.edu/owl/resource/747/01/>.

### 3. Process: Important Pre-Writing Steps

#### Step 1: Choosing a Topic and Locating Sources

##### ***Tips on choosing a topic:***

- Choose a topic you are interested in. Will it keep your interest over the course of two years? Don't be stuck with a research question that you do not care about!
- You are encouraged to choose a topic from your High Level courses, however, you may choose from SL if you wish.
- Do not choose a topic from a subject you are not currently studying.
- Within your chosen subject list specific areas that interest you. For example, within the topic of Language and representations in Fairy Tales, you may refine this to Cinderella across 2 specific cultures and time periods.

##### ***Locating Sources***

The next step will be to locate the sources you need to refine your topic and develop a research question. Attempt to tick off the following:

- Locate 7 - 10 sources for possible topic. (You should be able to prove to your supervisor that there is enough available research to conduct a thorough investigation into the topic chosen).
- Determine the quality of the sources eg:
  - variety of sources including books, scholarly research articles, websites, journals, interviews, documentaries etc,
  - Currency of the publications
  - Websites - Accuracy, Authority, Currency, Objectivity, Coverage
- Does your subject require reference to specific literature and is it available?
- Check in the library or discuss your topic with the librarian

#### Step 2: Developing the Research Question

##### ***The Research Question***

The most important element of the Extended Essay is the research question. It reflects what and how you conduct your research. The success of the EE can depend on the quality of the essay question. It should be focused, detailed and specific.

If your research question is too broad you will not be able to answer the question in 4000 words. In contrast, if your research question is narrow and trivial, you will be challenged to locate scholarly research sources, nor will you be able to provide in depth analysis and evaluation in your essay.

***Criteria for Developing an Effective Research Question:***

- Make sure questions are feasible:
  - Avoid questions that are too broad in scope and cannot be answered in 4000 words
  - Avoid questions that are too narrow or trivial
  - Avoid questions that are unanswerable based on evidence (i.e. “what if” questions)
  
- Make sure questions are sharply focused:
  - Limit your investigation to a specific area (i.e. instead of researching all Totalitarian governments, investigate a specific one, such as Hitler’s Nazi government)
  
- Make sure it is a critical thinking question:
  - In other words, the question must allow you to respond by making a judgment based on the evidence you have gathered.
  - “What causes cancer?” Not only is it too broad for a 4000 word research essay, it also prompts only a regurgitation of information on all potential causes of cancer, rather than requiring you to evaluate evidence and make a judgment.

“ The IB Extended Essay Teacher Manual”, Canadian International School, 2015.

***Sample Research Questions***

Subject	Research Question
English	How is the subject of death treated in selected poems by Emily Brontë and Emily Dickinson?
History	To what extent were Hitler’s educational aims fulfilled in the Uhland Gymnasium, 1937–1939?
Chemistry	Does the time it takes to brew a cup of tea using a specific commercial brand of tea

	leaves significantly alter the amount of caffeine that is dissolved in the drink?
Mathematics	What is the legacy of Archimedes' calculations of circular and parabolic areas in today's methods of integration?
French	Should feminine forms of more job titles be created in French to reflect shifting gender roles?
Biology	Are commercially available antibacterial cleaning agents effective at controlling the growth of E. coli on nutrient agar under laboratory conditions?

(The IB Extended Essay Guide, 2013)

***Example Process of Developing a Research Question***

Initial topic suggestions:

- Religion in literature (This is obviously far too broad)
- Religion in 19<sup>th</sup> Century literature (Still too broad)
- Religion in the works of the Bronte Sisters (This is better but too many works involved)
- Religion in the work of Charlotte Bronte (Possible but again there are too many works)
- Attitudes to religion in Jane Eyre (Good but needs more focus—whose attitudes?)

Refined topic:

- Charlotte Bronte's views on religion in *Villette* and *Jane Eyre*

Research Question:

- In what ways does Charlotte Bronte reveal her attitudes to religion in *Villette* and *Jane Eyre*?

(Lekanides 43-44).

### ***Preparatory Reading***

Once you have your question formulated meet with your supervisor. He or she will be able to assist you to refine the question further if it is required. For example does it take significantly more or significantly less than 4000 words and 40 hours to answer. If so, you will need to revert to step 1. Once your supervisor agrees with your question, he/she can then provide approval on Managebac for the question.

Also, at your first meeting with your supervisor, get advice on where you might start and how you could locate sources for research. In addition, meet with the Librarian who can also direct you on preparatory reading for your refined question.

### **Step 3: Identify Methodology**

#### ***Methodology***

Methodology refers to the discipline-specific approach used to address the research question. How will you go about effectively answering your question, particularly given your area or field of research? Consider the collection of data and how you will analyze that data.

For example, for the research question How and why is the Cinderella text influenced by the European and Asian social and cultural context in the 19th century?, you would take an English literature approach to answering the question, an approach that analyzes the use of language in the text.

A research question must be investigated by way of ONE methodological approach; if the question lends itself to the option of a multidisciplinary approach, you must decide on only one. Once you have settled on your methodological approach, you may do some reading and talk with your supervisor to settle on the specifics. For instance, in investigating the sample research question above on Cinderella you might want to decide on using a specific literary theory in order to help you analyze the language. The chosen methodology should be stated in your Abstract and should also be implicit in the body of your EE.

### **Step 4: Research**

## ***Literature Review***

Conducting a literature review means to identify the relevant research and literature that already exists on your research topic. This will not only help you provide a more insightful and analytical answer to your research question, but also establish why further and future research into your question is important.

A literature review involves:

- Reviewing previous work(s) related to the research question (to define, explain, justify)
- Reviewing previous work(s) related to methodology (to define, explain, justify)
- Reviewing previous work(s) related to results (particularly reliability, etc.) (Lekanides 48)

## ***What to Consider When Finding Sources***

Writing an effective extended essay is reliant upon selecting sources that are reliable, accurate, and current. Consider the following when selecting sources for your research:

- Who is the author of the work, and what are the author's credentials for writing and publishing this work?
- When judged against your previous reading and your understanding of the subject, is the information furnished by the author correct? Is the argument presented with logic and without bias? \*
- Are the author's sources clearly and adequately indicated, so that they can be verified?
- Are the author's sources current, or are they outdated?
- Who is the publisher, or what is the sponsoring organization, of the work?
- Is the work peer-reviewed—that is, has it been read and recommended for publication by experts? (Garibaldi 45)

\*If there is bias and you still want to use the source, make sure to discuss how this bias may have affected your results in your Analysis.

## ***Types of Sources***

Primary sources are documents or physical objects which have originated from the period of time you are studying. They are effective in providing a firsthand look into a particular event. Some examples of primary sources are:

- Original documents: diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- Creative works: Poetry, drama, novels, music, art
- Relics or Artifacts: Pottery, furniture, clothing, buildings

Secondary sources are sources that write about events that have passed and provide information and interpretation and analysis of those events. Some examples of secondary sources are:

- Textbooks
- Magazine articles
- Journal articles
- Histories
- Commentaries
- Encyclopedias
- Non-fiction books

(“What is a Primary Source?”)

Where possible aim for a variety in the sources. The following is a list of different sources you might want to use depending on your essay:

- |                           |               |
|---------------------------|---------------|
| ● Books                   | ● Magazines   |
| ● Anthologies             | ● Films       |
| ● Scholarly Journals      | ● Television  |
| ● Government Publications | ● Letters     |
| ● Encyclopedias           | ● Photographs |
| ● Newspapers              | ● Lectures    |
| ● Reputable websites      | ● Speeches    |

### ***Types of Data***

Depending on your field of research and research question, you may need to find data or generate data of your own in order to answer your question. There are two different types of data:

Quantitative data is “represented in number form or something that can be measured” (Lekanides 58) For example, statistics on the birth rate of a country is considered quantitative data. Quantitative data can be presented as percentages, tables, bar charts, etc.

Qualitative data is “descriptions of people’s feelings about a particular subject or event” (Lekanides 58). For example, an interview of a government official on a political event is considered as qualitative data.

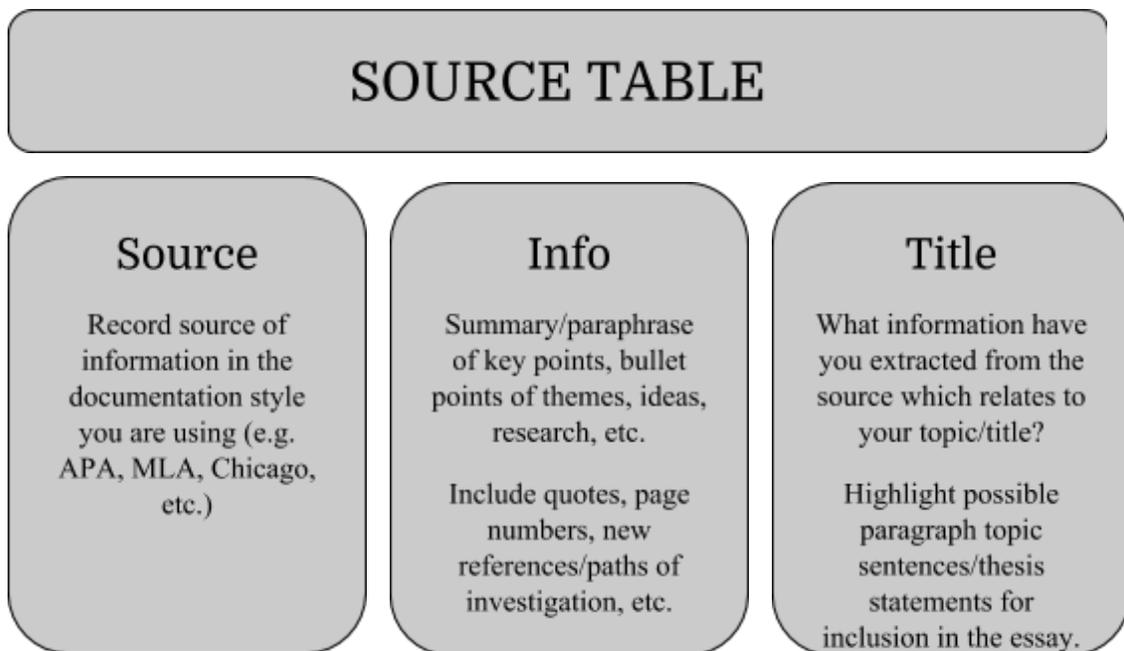
In some cases, in order to answer your research question effectively, you may need to generate your own data. Some examples of primary data that might be useful are as follows:

- Experiments
- Interviews
- Surveys
- Opinion polls
- Questionnaires

***Recording and Observations***

As you research, make sure to keep a clear record of important information as well as any common themes or ideas that arise in your readings that relate to your question. Use a system of recording to keep your observations organized.

Example: Use a Source Table (Lekanides 49).



**4. Writing the Extended Essay: Tips**

***Pre-Writing***

Below are just some of the ways to record your ideas before you begin your draft. They can assist you to organize ideas and develop your argument:

- Mind map: write a possible thesis in the centre of the page and explore it by branching out with ideas and concepts connected to that thesis. Buble.us is only one of many mind map sites which allow you to create digital mind maps. There are many others available.
- Free-writing: write non-stop on your subject, which can assist in identifying patterns, ideas, or concepts that contribute to your research question.
- An outline: create an initial outline of your essay to help you figure out what ideas are necessary to include and what ideas are not (Boyne et al. 92-94).

### ***Organization***

There are a number of ways to organise your essay in order to effectively argue your thesis. The following are some options but there are other organising principles which may suit your topic better:

- Chronology
- Cause and effect
- Process
- Deductive logic (moves from the general to the specific)
- Inductive logic (moves from the specific to the general) (Garibaldi 52)

Remember to always consider your question, your thesis and the argument when thinking about how to structure your essay.

### ***Body, Introduction, and Abstract***

***When writing the first draft, there are a number of ways to begin. Choose the method that suits you best. For example some*** write the essay body first and only once after having analyzed the findings and attained results/conclusions is the introduction and abstract written. Others may prefer to begin with a strong thesis and arguments through the introduction and then write the body. Always leave the abstract until last.

### ***Paragraphs***

Paragraphs are the building blocks of any research essay. Each paragraph should develop one controlling idea, and all paragraphs should build up and contribute to the overall argument or thesis of your essay. [PEAS](#) is one method of organising paragraphs (Point, Examples, Analysis, So what?)

- Main idea/point of your paragraph should be clearly stated
- Develop your main idea thoroughly in your own words
- Provide evidence/examples to support your development (use quotations and paraphrases; remember to cite!)

- Maintain balance (are there other viewpoints that should be considered?)
- Provide a clear link between the main idea and your overall argument

### ***Showing Critical Discussion***

Do not simply regurgitate all the information you have researched. Rather you are expected to undertake a critical discussion which makes sense of all the research holistically and draw conclusions. Some hints for engaging with critical discussions:

- Use tools/[signposts](#) of critical discussion: logical paragraph structure, linking words and phrases, and reporting verbs (e.g. states, argues, evaluated, demonstrates, suggests, highlights, emphasizes, etc.)
- Structure critical discussion in writing: clearly state and introduce the main issue to be debated.
- Use sources effectively: after explaining information from a particular source, provide further explanation of the issue, show consensus in point of view/findings on the issue, show alternative, varied, or opposing points of view on the issue.
- Ask “so what?” Lend your own voice to the debate/discussion by commenting on the findings (Lekanides 62).

### ***Revising and Editing your Draft***

You must write at least one draft of your extended essay. Once you have a draft, read it through carefully, checking for technical conventions such as grammar, punctuation, vocabulary and spelling while also taking the time to deconstruct your own essay. Read your essay using the IB Extended Essay assessment criteria as a guide (see the Assessment section).

## **5. Researcher's reflection space**

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.

[Examples of student reflections](#)

## 6. Format and Content of the Extended Essay

***The Title Page*** (See Appendix C for an example).

Must include:

- A title that is precise and clearly reflects the focus of the essay
- Subject and category (category for group 1 and 2 topics only)
- Word Count - no more than 4000

### ***Table of Contents***

The table of contents is on a new page and outlines the contents along with the corresponding page numbers.

### ***Introduction***

The introduction should:

- Clearly and explicitly state the Research Question
- Offer a thesis or answer to the research question
- Provide an insight into why it is a topic worthy of research and investigation
- State how the research question fits within existing knowledge and understanding of the topic

### ***Body***

The body of the extended essay develops your argument, outlines the methods you used, and the results of your investigation. All paragraphs must contribute to the overall arguments and answer the question or the thesis posed in the introduction

The Body of your essay should:

- Present the findings from your research.
- Analyze those findings using a discipline-specific methodology.
- Present the results of your research and analysis, making sure to support your conclusions with evidence.
- Evaluate the methodology you have used in order to answer your research question. This evaluation can be integrated into the body of your essay where appropriate.

The evaluation of methodology may include:

- o Explaining how data was collected/generated
- o Explaining any methodological problems and their solutions or effects
- o Identifying bias that may exist in your essay: “discuss the validity and reliability of the methods used to generate your data (primary or secondary) as well as explaining what steps have been taken to reduce bias” (Lekanides 56)
- Organize the findings and analysis appropriately; this may mean you might use sections/chapter headings depending on what subject you have chosen to write about  
“ The IB Extended Essay Teacher Manual”, Canadian International School, 2015.
- Embed your analysis of the research throughout the essay by relating it to the thesis the material gathered to the main aims and objectives of your EE’s research question.

## Analysis

Analysis is where you interpret your findings and develop an argument (in order to answer your research question). In your analysis:

- You must clearly use a legitimate discipline-specific methodology in analyzing your research. For example, draw links to academic theories or approaches relevant to your subject. You are NOT simply telling a story.
- If you can, present a counter-argument or two and explain how they may not hold weight in light of your findings.
- Explain what evidence exists to support your argument.
- Remember, examiners want to see the development of a logical argument which can be supported by evidence (Lekanides 56).

## **Conclusion**

The conclusion is not a repetition of the introduction. It synthesizes what has been presented in the body, combining the findings, analysis and evaluation to provide an answer to the research question.

- Has the research problem been “solved”?
- To what extent have the objectives been achieved?
- What has been learnt from the results?
- How can this knowledge be used?
- What are the shortcomings of the research, or the research methodology? (Lekanides 56)

The conclusion is NOT the place:

- To introduce new information.
- To make sweeping generalizations.

## ***Bibliography, References, and Citations***

Your extended essay MUST reflect academic honesty. Thus you must provide accurate references and citations where appropriate as well as a bibliography/works cited. See Section 2: Plagiarism and Referencing for more information.

## ***Appendices***

Examiners are not obliged to read or use the material in appendices. Do not put any essential information into appendices, instead it should be in the body of the essay. If the material is extraneous to your argument, you can use appendices to add additional information that may help further solidify or illustrate your essay's development (e.g. maps, graphs, primary sources, etc.)

## **6. Assessment**

After editing and refining your draft to the point of it being submitted as your final copy and complete the three reflections on the [RPPF](#). The third reflection will be based on the conduct of a viva voce with your supervisor, which should only take 15-20 minutes.

Essays and the RPPF forms will be uploaded electronically to the IB IBIS platform by candidates and supervisors. The essay is marked on a scale of 0-34.

### Overview

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"><li>● Topic</li><li>● Research question</li><li>● Methodology</li></ul>	<ul style="list-style-type: none"><li>● Context</li><li>● Subject-specific terminology and concepts</li></ul>	<ul style="list-style-type: none"><li>● Research</li><li>● Analysis</li><li>● Discussion and evaluation</li></ul>	<ul style="list-style-type: none"><li>● Structure</li><li>● Layout</li></ul>	<ul style="list-style-type: none"><li>● Process</li><li>● Research focus</li></ul>
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

Links to:

[Criterion A: Focus and method](#)

[Criterion B: Knowledge and understanding](#)

[Criterion C: Critical thinking](#)

[Criterion D: Presentation](#)

[Criterion E: Engagement](#)

The total marks you receive in the extended essay is used to determine which band the essay is placed:

A work of an excellent standard

B Work of a good standard

C Work of a satisfactory standard

D Work of a mediocre standard

E Work of an elementary standard.

For more detail on the [Assessment Band descriptors](#) please see the IB EE Guide

This band, used in conjunction with the band received in Theory of Knowledge, determines how many diploma points you are awarded. See the Diploma Points Matrix below:

MATRIX

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

(The IB Extended Essay Guide)

## 8. Checklist

Focusing on the areas below is one of the easiest ways to improve your grade. It is good to have a printed copy of this checklist in order to find things that have been done well and to target easy things that can be fixed between the first and the final draft. There can be no excuse for losing points due to poor presentation;

[Link to checklist](#)

Point	Action	Check
1	Is the essay within 4000 words? Is the word count clearly stated on the title page? Is it accurate? Is the total reflections word count 500 words or less? Is the word count accurate?	
2	Is there a Table of Contents page?	
3	Are all pages numbered? (title page and Table of Contents do not need numbers necessarily ) Is the pagination consistent throughout? Suggestion: indent each paragraph Suggestion: no empty lines between paragraphs	
4	Is one sided printing used?	
5	Font: the use of 12–point, readable font Spacing: Use double-spacing Margins: Standard margins are 1 inch on all four sides Essay to be printed on white unlined paper, A4 size Style: written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn.  <ul style="list-style-type: none"> <li>no candidate or school name on the title page or page headers.</li> </ul> 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.	
6	Titles and subheadings should be no larger than 14 font Titles cannot be underlined, italicized, bolded, put in quotation marks, or in color.	
7	Are all diagrams, charts and graphs indexed and adequately labeled and sources referenced where applicable?	
8	Are all necessary terms defined or explained? Perhaps there should be a glossary if required?	
9	Are all references cited consistently and correctly?	
10	Does the Works Cited / References part include all and only the works of reference you have consulted?	
11	Do all Works Cited listings specify author(s), title, date of publication, location and publisher for every reference?	
12	Does the Appendix contain only relevant information?	
13	Are all references to the Appendix clearly cross referenced and labeled?	
14	Is the research question stated on the title page? Does the title page also include; name of discipline; word count for essay and reflections; the words - International Baccalaureate and Extended Essay	
15	Is the research question stated and in bold in the Introduction?	
16	Is the research question restated and in bold in the Conclusion?	
17	Does the Conclusion <u>explicitly</u> answer the research question?	
18	Are the Introduction and Conclusion titled?	

19	Is the reflection form 500 or less words? Is the word count stated on the title page?	
20	Are three reflections completed in full on the <a href="#">RPPF</a> , the third reflection based on the mandatory viva voce?	
21	Is the essay compiled in this order: title page, abstract, Table of Contents, Introduction, body, Conclusion, Glossary (if required) , Works cited / References, appendices (if any)	
22	Has the essay been <u>thoroughly</u> checked for spelling mistakes, formatting mistakes and errors in expression?	
23	Has the student been careful to use language appropriate to the discipline?	

## 9. 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 honesty](#). Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the [animal experimentation policy](#), and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

## 10. Works Cited

### Works Cited

“APA Formatting and Style Guide.” Owl Purdue Online Writing Lab. Owl Purdue University. 1 March 2013. Web. 3 March 2014.

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“MLA Formatting and Style Guide.” Owl Purdue Online Writing Lab. Owl Purdue University. 9 May 2012. Web. 3 March 2014.

“PEAS” Duquesne University Writing Centre, Duquesne University, Web 12 May 2016.

The IB Extended Essay Guide, 2016. Cardiff, Wales: The International Baccalaureate Organization, 2013. IB Online Curriculum Centre. Web. 2 Feb 2017.

“The IB Extended Essay Teacher Manual”, Canadian International School, 2015.

“What is a Primary Source?” Princeton.edu. Princeton University. Web. 4 March 2014.

## 10. Appendices

### APPENDIX A

Example of Unintentional Plagiarism  
Taken from Avoiding Plagiarism: An Essential Skills Guide

The following passage is taken from the article “Managing Quietly” by Henry Mintzberg.

Quiet management is about thoughtfulness rooted in experience. Words like wisdom, trust, dedication, and judgment apply. Leadership works because it is legitimate, meaning it is an integral part of the organization and so has the respect of everyone there. Tomorrow is appreciated because yesterday is honored. That makes today a pleasure. Indeed, the best management of all may well be silent. That way people can say, “We did it ourselves.”

This is what appears in a student’s essay. The bold words in both passages show identical words/phrases:

Quiet management is about thoughtfulness and words like wisdom, trust, dedication, and judgment are related. The best management of all may be silent so people can say, “We did it ourselves.”

The second passage is a condensation of the first; some words are deleted, a few words are changed, but the wording of the original is otherwise identical. Even with proper citation (documentation) of the source, this would still be considered plagiarism. The writer of the second passage was too close to his source.

(Armstrong 6)

## APPENDIX B

### Example of Unintentional Plagiarism Taken from MLA Handbook for Writers of Research Papers

#### Paraphrasing an Argument or Presenting a Line of Thinking

##### ORIGINAL SOURCE

Humanity faces a quantum leap forward. It faces the deepest social upheaval and creative restructuring of all time. Without clearly recognizing it, we are engaged in building a remarkable civilization from the ground up. This is the meaning of the Third Wave.

Until now the human race has undergone two great waves of change, each one largely obliterating earlier cultures or civilizations and replacing them with the ways of life inconceivable to those who came before. The First Wave of change—the agricultural revolution—took thousands of years to play itself out. The Second Wave—the rise of industrial civilization—took mere hundreds of years. Today history is even more accelerative, and it is

unlikely that the Third Wave will sweep across history and complete itself in a few decades.  
(Alvin Toffler, *The Third wave* [1980; New York: Bantam, 1981] 10)

If you write the following sentence without documentation, you have committed plagiarism because you borrowed another writer's line of thinking without acknowledgment:

### PLAGIARISM

There have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last for only a few decades.

But you may present the material if you cite your source:

According to Alvin Toffler, there have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last for only a few decades (10).

In this revision, the author's name refers the reader to the full description of the work in the words-cited list at the end of the paper, and the parenthetical documentation identifies the location of the borrowed material in the work.

Toffler, Alvin. *The Third Wave*. 1980. New York: Bantam, 1981.

(Garibaldi 72-73)

APPENDIX C

Sample Title Page

Extended Essay

World Studies

***Research Question: What is the impact of biological factors and social stigma upon the incidence of HIV/AIDS in Indonesia?***

9 February 2011

Extended Essay Word Count: 3863 words

Reflection Word Count: 495 words

## **Process for Allocation of EE Supervisors**

- Students submit a proposal to the Extended Essay Coordinator
- The EE Coordinator shares with the Leaders of Learning
- Leaders of Learning work collaboratively with their team to review proposals, improve and support the proposal.
- The Leaders of Learning allocate supervisors within their learning areas
- The maximum number of students per teacher is 3.

# EE Proposal form

Support in completing your Extended Essay Proposal is available below this table.

<b>Name:</b>
In which <b>subject</b> do you hope to write your Extended Essay research paper?
What is your proposed <b>Extended Essay title</b> or topic?
What is your proposed <b>Research Question</b> (clearly grounded in your chosen subject)?
<b>Why</b> have you chosen this <b>title and Research Question</b> ?
Which <b>academic research papers</b> do you plan to reference when answering your Research Question?  1.  2.  3.
Why are these research papers <b>relevant to your Research Question</b> ?  1.

2.

3.

What **methodology** do you hope to use when answering your Research Question? (E.g. collect primary data, literary criticism, etc).