



Learning Alliance International



Diploma Programme

Extended Essay Handbook

What is the Extended Essay?

- The extended essay is compulsory for all students taking the Diploma Programme.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay is a piece of independent research on a topic chosen by the student. While engaged in their research and writing of the EE, students work under the guidance of a Learning Alliance International, IBDP faculty member who acts as an EE supervisor.
- 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.
- The goal of the EE is to provide each DP candidate with an opportunity to improve his/her research and writing skills and to augment his/her intellectual and creative abilities.
- ***If a student fails to submit an EE, they will be disqualified from earning an IB diploma.***

Extended Essay Requirements

The EE must meet all the general assessment and subject specific criteria outlined by IB.

Length and Format - All EEs should not exceed 4,000 words. An EE requires the following components:

- Title page
- Abstract
- Contents page
- Introduction
- Body (development/methods/results)
- Conclusion
- References and bibliography
- Appendices

IB provides no specific format for the EE. Your supervisor, however, can inform you how papers in your subject matter are best formatted and documented. It is strongly suggested that students use standard APA 6th Edition guidelines which meet all IB EE guidelines.

Presentation - All graphs, diagrams, tables, maps, and other supporting material must be neatly presented, well-labeled, and easily understood.

The EE should be logically presented and clearly ordered. A contents page or list of chapter headings should be added and all pages numbered clearly.

External Grading - Roughly two-thirds of your score will come from the IB general criteria and the remaining third will apply to the subject-specific criteria. According to the quality of work, the student's performance will fall into one of the following five grading bands:

- 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 a poor standard

Note: The award of an 'E' for both the Extended Essay and Theory of Knowledge is a failing condition for the diploma – regardless of how many points are earned in the Group 1- 6 subject areas.

Topics

The topic for an Extended Essay must be derived from an IB-recognized subject listed below. Please remember you are at a significant disadvantage if you choose to write an EE in a subject in which you have not taken an associated IB course. You are assessed on your EE with the expectation that you are familiar with the terminology and curriculum of the subject area of your EE.

- Group 1 (English only)
- Mathematics
- Physics
- Economics
- Environmental Systems and Societies
- Film

Responsibilities of the Student

[Adapted from the IBO Extended Essay Guide, first exam 2013]

It is required that the 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 especially ethical guidelines
- Meet internal deadlines set by the school
- Have regular 10-15 minute check-in sessions to discuss timeline or clarification of supervisor's feedback
- Attend three mandatory reflection sessions with your supervisor, the last of which is the *viva voce*
- Acknowledge all sources of information and ideas in an approved academic manner
- Record your reflections on the *Reflections on planning and progress form* for submission as part of the assessment of criterion E (engagement)

Advice to Students

[Adapted From the IBO Extended Essay Guide, 2013]

Recommended things to do: Examiners' reports frequently emphasize the following positive steps. 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 on the research question
- Work out a structure for the essay

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

- Start work early and adhere to deadlines
- Maintain a good working relationship with their supervisor
- Construct an argument that relates to the research question
- Use the library and consult librarian 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.

After completing the essay, students should:

- Write the abstract
- Check and proofread the final version carefully.

Students should **not**:

- forget to analyze the research question
- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the internet uncritically
- plagiarize
- merely describe or report (evidence must be used to support the argument)
- repeat the introduction in the conclusion
- cite sources that are not used

Research

When researching the extended essay, students should do the following:

- Choose an approved Diploma Programme subject for the extended essay.
- Read the assessment criteria and the relevant subject guidance.
- Choose a topic.
- Formulate a well-focused research question.
- Plan the investigation and writing process.
- Identify how and where you will gather material.
- Identify which system of academic referencing will be used, appropriate to the subject of the essay.
- Set deadlines identified in the EE Timeline.

Plan

- The student should plan a structure (outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction.

- The student must undertake some preparatory reading.
- If the student discovers that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: the student should not lose time. If necessary the students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.

Investigate

- The material gathered should be assembled in a logical order, linked to the structure of the essay. There should be evidence for each stage of the argument and clear understanding of how to proceed to the next step.
- The student should be prepared for things to go wrong. Sometimes students may discover something later in the investigation that undermines what they thought had been established earlier on. If that happens, the investigation plan needs to be revised.

Proposal

Every student will submit an Extended Essay Proposal Form. Students must follow the instructions on the proposal form. They should search broadly first, and then narrow their search to come up with a goal. They should not restrict the possible outcomes of their investigation before they have started. Students do not need to know what will come out at the end. The Proposal Form is due in January. Some subjects are in higher demand than others and teacher availability in these subjects may be limited.

The Research Question

Once the EE proposal has been accepted by a subject teacher, students should begin working on defining the problem or topic, clearly. The student must initiate a meeting with their supervising teacher. Using the Research Question, students can create a list of key words which they will use to guide their research.

Writing the Essay

The upper word limit is 4,000 words for all Extended Essays. This upper limit includes the introduction, the body, the conclusion and any quotations.

It does not include:

- Abstract
- Acknowledgments
- Contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- Citations/References (whether parenthetical or numbered)
- Footnotes or endnotes
- Bibliography
- Appendices.

Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

Title

The title should provide a clear indication of the focus of the essay. It should be precise and not necessarily phrased in the form of a question.

Abstract

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the EE, and should, therefore, be written last. The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the EE and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the EE.

The minimum requirements for the abstract are for it to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the EE

The abstract should be typed and placed immediately after the title page.

Contents page

A contents page must be provided at the beginning of the EE and all pages should be numbered. An index is not required. 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 labeled and can be interpreted with ease. All such material that is incorporated into the EE 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 EE.

Essay

- *Introduction and Research Question:* States the problem and discusses important previous work
- *The Body of the Essay:* Set with subheadings as in table of contents; these are part of the word count. Tables of figures, graphs, charts, maps, images should be numbered. These notations can then be used in the text.
- *Presentation of analysis:* Discussion of results, student's interpretation and implications of findings.
- *Conclusion:* Refer back to the Research Question!

Bibliographies, References and Citations

An EE must reflect academic and intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and referencing.

Producing accurate citations, referencing, and constructing a bibliography is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows readers to evaluate the evidence independently and it reflects the student's acknowledgement and respect for the sources used.

Appendices, footnotes and endnotes

Appendices, footnotes and endnotes are not an essential section of the EE and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices, risks losing marks under several criteria.

Unless considered essential, complete lists of raw data should not be included in the EE. Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay. Apart from graphic material, materials in other media may be submitted only as supporting appendices and should not detract from the written content of the EE.

Other Media & Materials

[Adapted from the IBO Extended Essay Guide, first exam 2013]

Computers: The use of computers is encouraged where they are appropriate as tools for analyzing data relevant to the subject of the EE. Material such as a hard copy of computer output may be included in the EE, but any associated programme should be referred to or reproduced, if original, only as an appendix.

Computer programmes may only be included (in particular circumstances) in physics essays. (See the EE Coordinator for further details.)

CDs, DVDs and audio-visual materials: The model for the EE is a paper in an academic journal. Hence, materials such as these should not normally be included. They are liable to be lost or damaged and the examiner will probably not have time to look at them.

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

Reference materials and sources

The Librarian is available to help students with research strategies, locating sources in the library and referencing sources. At Learning Alliance International, Draft and Final versions as well as other major works for IB assessment will be submitted to www.turnitin.com in order to view the text matching report. This is to ensure that the work taken from other sources has been correctly referenced. This is a protective measure not a policing measure.

The Viva Voce

[Adapted from the IBO Extended Essay Website, first assessment 2018]

The viva voce is a short interview between the student and the supervisor, and is a recommended conclusion to the EE process.

Students who do not attend the viva voce may be disadvantaged. The viva voce serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor's report

The viva voce should last between 10 and 15 minutes. This is included in the recommended amount of time the supervisor should spend with the student.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
Topic	Context	Research	Structure	Process
Research question	Subject-specific terminology and concepts	Analysis	Layout	Research focus
Methodology		Discussion and evaluation		
Marks 6	Marks 6	Marks 12	Marks 4	Marks 6

Assessment Criteria Overview



LEARNING ALLIANCE INTERNATIONAL
International Baccalaureate Diploma Programme
Extended Essay Proposal Form

By April 2018, you should have chosen your Extended Essay subject and agreed a research question OR a hypothesis you wish to challenge/test. You should have identified your potential resources and, with your supervisor, you should have agreed a research programme.

Student's Name:

Subject: Date:

Topic:

Research Question:

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Proposed study programme:

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Extended Essay Supervisor's Signature:

Student's Signature:

References:

Extended Essay Guide. (International Baccalaureate Organization, 2005 -2017). Retrieved from the IBO website: <http://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/>

Extended essay guide (first exams 2013). Retrieved from the OCC
html:https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/?IBVal=ZEVKQJFYKUAG23WC6MR&CFID=1109834&CFTOKEN=58318155&isessionid=bc307227d133b85a3deb d79554d2e5f2f143

Harrison High School International Baccalaureate Extended Essay Handbook. Retrieved from website: http://www.harrisoncsd.org/docs/academics/guidance/IB_EE_Student_Handbook.pdf

International Baccalaureate Extended Essay Handbook, retrieved from website:
http://www.isparis.edu/uploaded/Documents/IB_Documents/The_IB_Extended_Essay_Guide.pdf?1321958135868