



Lee's Summit North High School

The Guide To:

The Extended Essay



International Baccalaureate

Class of 2026

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Keep Calm



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The Extended Essay

The extended essay is an independent, self-directed piece of research, finishing with a 3500-4000 word paper. The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma.

- It is intended to promote high-level research and writing skills, intellectual discovery and creativity.
- It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in 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 recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.
- The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Advice to Students from IB Examiners

Before starting work on the extended essay, students should:

- Read the assessment criteria
- Read previous essays to identify strengths and possible pitfalls
- Spend time working out the research question
- Work out a structure (outline) 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
- Choose a new topic and a research question that can be answered
- Use the appropriate language for the subject
- Let their interest and enthusiasm show

Assessment of the Extended Essay

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34. IB examiners are well versed in both the general and subject specific scoring guides.

The score a student receives relates to a band. The bands are:

- A.** 29 – 34, work of an excellent standard.
- B.** 23 – 28, work of a good standard.
- C.** 16 – 22, work of a satisfactory standard.
- D.** 8 – 15, work of a mediocre standard.
- E.** 0 – 7, work of an elementary standard.

If a diploma candidate receives a grade of “E,” the candidate will not receive the diploma no matter the test scores the student may receive.

The Diploma Matrix

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Fail
	B	3	2	2	1	Fail
	C	2	2	1	0	Fail
	D	2	1	0	0	Fail
	E	Fail	Fail	Fail	Fail	

Extended Essay Assessment

Please Note: This scoring guide is the general guide given by IB for you to follow during the writing of your extended essay. However, you **MUST** also refer to your subject level scoring guide; this subject level scoring guide will be given to you after you have chosen your subject.

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay,

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>The topic is communicated unclearly and incompletely.</p> <p>Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.</p> <p>The research question is stated but not clearly expressed or too broad.</p> <p>The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.</p> <p>Methodology of the research is limited.</p> <p>The source(s) and/or method(s) to be used are limited in range given the topic and research question. There is limited evidence that their selection was informed.</p>
3-4	<p>The topic is communicated.</p> <p>Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</p> <p>The research question is clearly stated but only partially focused.</p> <p>The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</p> <p>Methodology of the research is mostly complete.</p>

	<p>Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. There is some evidence that their selection(s) was informed.</p>
5-6	<p>The topic is communicated accurately and effectively.</p> <p>Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.</p> <p>The research question is clearly stated and focused.</p> <p>The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.</p> <p>Methodology of the research is complete.</p> <p>An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. There is evidence of effective and informed selection of sources and/or methods.</p>

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Knowledge and understanding is limited.</p> <p>The selection of source material has limited relevance and is only partially appropriate to the research question. Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</p> <p>Use of terminology and concepts is unclear and limited.</p> <p>Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. i</p>
3-4	Knowledge and understanding is good.

	<p>The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.</p> <p>Use of terminology and concepts is adequate.</p> <p>The use of subject-specific terminology and concepts is mostly accurately demonstrating an appropriate level of knowledge and understanding.</p> <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than four marks can be awarded for the criterion.</p>
5-6	<p>Knowledge and understanding is excellent.</p> <p>The selection of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</p> <p>Use of terminology and concepts is good.</p> <p>The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</p>

Criterion C: Critical thinking

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

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-3	<p>The research is limited.</p> <p>The research presented is limited and its application is not clearly relevant to the RQ.</p> <p>Analysis is limited.</p> <p>There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</p>

	<p>Discussion/evaluation is limited.</p> <p>An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial.</p> <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than three marks can be awarded for this criterion.</p>
4-6	<p>The research is adequate.</p> <p>Some research presented is appropriate and its application is partially relevant to the research question.</p> <p>Analysis is adequate.</p> <p>There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence.</p> <p>Discussion/evaluation is adequate.</p> <p>An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically.</p>
7-9	<p>The research is good.</p> <p>The majority of the research is appropriate and its application is clearly relevant to the research question.</p> <p>Analysis is good.</p> <p>The research is analyzed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. i Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.</p>

	<p>Discussion/evaluation is good.</p> <p>An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. This reasoned argument is clearly structured and coherent and supported by the evidence presented. The research has been evaluated, and this is partially critical.</p>
10-12	<p>The research is excellent.</p> <p>The research is appropriate to the research question and its application is consistently relevant.</p> <p>Analysis is excellent.</p> <p>The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. Conclusions to individual points of analysis are effectively supported by the evidence.</p> <p>Discussion/evaluation is excellent.</p> <p>An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. The research has been critically evaluated.</p>

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Presentation is acceptable.</p> <p>The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. i</p> <p>Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the</p>

	the reading, understanding or evaluation of the extended essay.
3-4	<p>Presentation is good.</p> <p>The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.</p> <p>Layout considerations are present and applied correctly.</p> <p>The structure and layout support the reading, understanding and evaluation of the extended essay.</p>

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the essay, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.
1-2	<p>Engagement is limited.</p> <p>Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</p>
3-4	<p>Engagement is good.</p> <p>Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</p>
5-6	<p>Engagement is excellent.</p> <p>Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.</p>

Holistic Grade for the Extended Essay

Grade A

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

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

Grade B

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

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

Grade C

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

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

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline,

which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing,

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

Grade E (failing condition)

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

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

Point Total for the Extended Essay

Achievement Level	Descriptor	Point Range
A.	Focus and Method	0 – 6
B.	Knowledge and Understanding	0 – 6
C.	Critical Thinking	0 – 12
D.	Presentation	0 – 4
E.	Engagement	0 – 6

Extended Essay Timeline: Junior Year

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The following items should be completed during the spring of your junior year. Monthly meetings during Bronco Time, you will meet with the Extended Essay Coordinator to determine and strategize your action plan for completing of the designated Extended Essay components.

Date	Description
January 16 & 23 (TOK)	The coordinator will present an overview of the EE with special emphasis given to “the research paper.” Possible various subjects will be discussed. After these meetings, students will read through the “subject specific guidance” pdfs located on our EE website.
End of January	Use this time to discover the subject areas of interest and possible supervisors. By the end of the month, students will make an initial contact with their potential EE supervisor and start to develop a preliminary research question.
February 13 (TOK)	The coordinator will discuss formulating research questions and reflection forms.
February 18	Google form completed by both candidate and their supervisor. Supervisor must be confirmed by this date.
Mid to Late February	Students will meet with the coordinator to discuss possible research questions and create a plan of action for essay.
February 27	Finalized research question w/supervisor feedback due by this date (Google Form).
March 6 (TOK)	The coordinator will discuss academic dishonesty and importance of correct citations.
March 21 (Bronco Time)	Students will meet with Library Media Specialists for assistance with location of valid sources.
Mid to Late March	After this meeting, students find at least ten credible resources. Then the students will meet with their supervisors to review their resources. Students will meet with the coordinator to discuss the outline of their research paper. Students will develop their outline and then meet with their supervisor.
April 3 (TOK)	The coordinator will meet with students to discuss the components of the introduction and how to successfully construct an introduction. Introduction formats will be discussed and presented. After this meeting, students will write an introduction to the research paper with a maximum of 1.5 pages.
April 16	Students will meet with their supervisors to discuss subject area criteria and create an outline by this date. Students will work on constructing their introductions. Entire introduction and beginning of body are due by mid May.
May 14 (First Formal Reflection)	Students will submit their introduction to the coordinator and their supervisors. Students will meet with their supervisor. After this meeting, the students will complete their first reflection. This first

Due)	reflection should be no more than 150 words.
Mid to Late May	<p>Students will meet with the coordinator to discuss what needs to be completed during the summer.</p> <p>Students will check in with their supervisor prior to leaving for the summer.</p> <p>Students should have 2000 words by the June workshop meeting.</p>
June 3 (2000 words due by today)	<p>Meet with coordinator during the Summer Workshop Meeting in LMC from 9am to Noon.</p> <p>Students will work over the summer on their Extended Essay.</p>

Extended Essay Timeline: Senior Year

The following items should be completed during the fall of your senior year. During Bronco Time each month, you will meet with the Extended Essay Coordinator to determine and strategize your plan of action for completion of the designated portions of the Extended Essay.

Date	Description
August	Students will check in with supervisors at the beginning of senior year.
Early September (TOK)	Students will meet with coordinator to discuss final checklist for the Extended Essay.
September 12 (Second Reflection Due)	<p>Students will meet with their supervisors by this date. After this meeting, the students will complete their second reflection. This reflection should be no more than 150 words.</p> <p>The introduction and entire body section is to be completed by this date.</p>
Late September to Late October	Students will complete their Extended Essay during this time.
October 26 (EE due to supervisor)	<p>Students will give a copy of their final draft to the coordinator and respective supervisor. The supervisor will read and give final comments on the student's extended essay during a meeting.</p> <p>Supervisors have until Nov. 21 to provide feedback to candidates.</p>

Late November – End of December	Supervisors will provide feedback by Nov. 21. Students will then work on making edits from the suggestions given by your supervisor.
January 6	No edits made after this date!
January 7-15 (Third Reflection Due)	Supervisors will re-read final copy and then meet with candidates for third and final reflection (viva voce). After this meeting, the students will complete their final reflection. This reflection should be no more than 150 words.
January 16 (Final Due Date)	Students will submit their final extended essay to Haesemeyer and Rossiter by midnight.
January 22	EE Celebration 2:30-4:00 pm in LMC (for supervisors and candidates)

The Research Question

The research question must appear on the title page, introduction, body, and conclusions. It must be a focused argument that requires analysis in the form of a question. “To what extent” or “How did” are ways in which to phrase your research question. The research question must be present and referred to during every argument you make.

“Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within [the time allotted]. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation.”

IBO, Extended Essay Guide, p. 43

Examples of research questions can be found in the appendices.

Format of the Extended Essay

- One-inch margins
- Arial font
- Font size 12
- Double-spaced
- Number the pages
- No more than 10 MB

Structure of the Extended Essay

The upper limit is 4,000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:

- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices

Please keep in mind that the reader of the extended essay is asked to stop reading the essay once the 4,000-word limit has been reached. The required elements of the final work to be submitted are listed below:

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

The essay must be saved as both a PDF and WORD file. Both files must be submitted to Ms. Haesemeyer and Dr. Rossiter in electronic formats.

Title Page

The research question should provide a clear indication of the focus of the essay. It should be precise and phrased in the form of a question. The following should be listed on the title page in the following order double spaced:

- Title
- Research Question
- Subject
- Word count
- No candidate or school name on the title page or page headers

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 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. An index is not required. Investigate using the “table of contents” feature in WORD. This feature will automatically adjust page numbers when you add or subtract information from the essay.

Introduction

The introduction is your opportunity to make a good first impression to the reader, provide a road map of your essay, and to invite the reader to want to read the remaining part of your essay. The introduction should include the following elements:

- Background or Context
 - begin with a short story, statistic, example, or historical context that introduces the paper topic and entices the reader to want to continue reading
 - give an overview of any issues involved with the subject
 - give the reader a sense of why you chose this topic
 - place your topic in context
- Problem
 - state your research question
 - scope of your paper

- Worthiness of investigation
 - state why is your topic significant
 - state why your topic is worthy of investigation
- Proposed solution (optional)
- Outline of Argument
 - briefly outline critical parts of the paper you will speak to that answer your research question
 - give direction to the reader on what to expect

Conclusion

Your conclusion is your last chance to inform the reader of your argument or point of view. It should be concise reiterating your final points to your research question; do not summarize or synthesize. In addition, you must state any lingering questions related to your essay; state any unresolved issues or issues that could require further investigation. Keep the following points in mind:

- stress the importance of the research question,
- state the importance of your study; answer the question, So What?,
- give the essay a sense of completeness,
- leave a final impression on the reader that you thoroughly investigated your topic,
- state any lingering questions your research found, and
- think globally; have your conclusion go from the specific to the general.

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 labeled and can be interpreted with ease. 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.

Major documentation styles

There are a number of different documentation styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor 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. When choosing the documentation style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The documentation 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 following are examples of acceptable documentation styles.

- American Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA)

Finding information about such systems is not difficult. Entering a string such as “academic referencing” into an Internet search engine will bring up lots of useful material. Reputable university sites often allow comparison of several different systems (and do not usually disappear overnight). One such example (accessed 13 March 2006) is <http://www.wisc.edu/writing/Handbook/Documentation.html>. There are numerous other online guides to creating bibliographies, as well as printed writers’ handbooks.

References (APA), Works Cited (MLA), or Bibliography (Chicago)

An extended essay must reflect intellectual honesty in research practices and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate 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.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice.

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, e-mails, Internet sites and interviews.

Internet references should include the title of the extract used as well as the web site address, the date it was accessed and, if possible, the author. Caution should be exercised with information on web sites 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. References need to be documented according to the appropriate style chosen.

Citations

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. 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 documentation style that has been chosen. Page

numbers should normally be given when referencing printed material: in some styles this will 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.

Appendices, footnotes and endnotes

Appendices, footnotes and endnotes are not an essential section of the extended essay 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 extended essay.

Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.

Reflections

The role of the RRS

Created by students to help them plan and make decisions in their research process, the RRS fosters critical and evaluative thinking skills. It also supports the development of [*Approaches to learning*](#) skills and the conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of students' thinking as they develop their argument. It helps the students to connect personally to the topic and may motivate them in meaningful ways to successfully complete the EE.

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 [RPPF](#). 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.

Finally, the RRS enables supervisors to authenticate the student voice more effectively as the RRS contains elements that will eventually be found in the essay itself.

Reflections on planning and progress form

The [Reflections on planning and progress form](#) enables examiners to gain an insight into students' thinking processes while researching and writing the EE. The examiners are looking to see how students' thinking and skills have developed during this time.

The assessment criterion E (engagement) will be applied in the assessment of students' reflections. Representing 18% of the total grade, this is an extremely important part of the overall EE assessment.

It is important to stress with students that examiners want to gain an insight into their thinking processes throughout their experience with the EE. **Criterion E assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's RPPF.**

- Undertake three mandatory reflection sessions with the student.
- Ensure that students complete the *Reflections on planning and progress form*, and sign and date the form after each entry by the student.
- Provide a supervisory comment, which is used to contextualize the student's reflections.

Supervisors supporting reflection

In terms of reflection, all conversations with the supervisor are designed to help the student:

- clarify their thoughts and
- reflect on their processes and the development of their work.

These conversations are comprised of:

- reflection and
- secondary reflection.

It is easier to reflect on something concrete, so it is recommended that the supervisor and the student use **reflection prompts** to encourage discussion.

Reflection prompts can be:

- developed or brought in by the student autonomously
- set, developed or brought in by the supervisor as specific activities
- straightforward excerpts from the RRS.

It may help supervisors to think in terms of the three mandatory reflection sessions corresponding to the three levels of reflection. Students are expected to demonstrate how their understanding of the research process has developed while undertaking the EE. They may move through the three levels of reflection as they undertake each mandatory reflection session.

- Session 1—more descriptive reflections
- Session 2—more analytical
- Session 3—evaluative

Supervisor comments and analysis

The supervisor writes her or his comments after conducting the *viva voce* with the student. The comments are summative in nature. They should reflect the whole process and the student comments made in their reflection sessions—initial, interim and final (*viva voce*).

The examiner will assess the RPPF against criterion E (engagement), but the supervisor should not attempt to do the examiner's job with her or his comments. The supervisor's comments should provide supporting evidence and context for what the student has shown on the RPPF.

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. What did I do?

Example of the kinds of questions students may have asked and answered of themselves:

- How did I undertake my research?
- What were the problems I faced?
- Did my approach or strategies change throughout the process?
- What have been the high and the low points of the research and writing process?

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.

Example of the kinds of questions students may have asked and answered of themselves:

- Was my research successful?
- If I changed my approach or strategies during the process, why did I do this?

- What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?
- How has my understanding of the topic and research process developed throughout the task?

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.

Final Reflection

- If I were to undertake this research again, would I do it differently—if so, why or why not?
- What has affected this?
- If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome?
- What can I conclude from this?
- Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes?
- What, if any, questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?
- To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research?
- What strategies did I employ that proved particularly effective in the research process?
- What skills have I developed and how might these be useful in the future?
- What improvements might I suggest to my own working practices?
- How might different research strategies have impacted my outcomes?
- What did I learn about myself as a learner in this process?

The Viva Voce (concluding interview)

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 uploaded the final version of their extended essay to the IB for assessment. 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 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.

Appendices

Research Question Examples

1. General Subject: Climate Change

Research Questions: How can [we] account for the U.S. government's withdrawal from the Kyoto Protocol and its effect on global warming?

To what extent does government policy play a role in climate change?

2. General Subject: Affirmative Action

Research Question: To what extent does Affirmative Action harm the population it is intended to benefit?

3. General Subject: U.S. – Iraqi Relations

Research Question: To what extent was the end of the Cold War a primary cause of the 1991 Persian Gulf War?

4. General Subject: Effect of the Iraq War on the Middle East

Research Question: To what extent was the war in Iraq a successful attempt to contain world terrorism?

5. General Subject: Political Talk Radio

Research Question: [How can we effectively] evaluate the ways in which conservative talk radio actually strengthens or contributes to nuanced discussions of politics in the United States.

6. General Subject Right to Die

Research Question: To what extent should a human rights policy include a position that allows individuals to determine their right to die with dignity?

7. General Subject: Zero Tolerance Policies

Research Question: To what extent did the Gun Free Schools Act of 1994 impact the development of zero tolerance policies in U. S. public schools?

8. General Subject: College Entrance Exams

Research Question: To what extent do standardized tests, which may inaccurately predict long-term success, cause inequities in the financial aid and college admissions process?

9. General Subject: Civil Liberties in the War on Terrorism

Research Question: To what extent has the war on terrorism infringed upon the civil liberties of private citizens?

10. General Subject: Iraqi and U. S. Relations

Research Question: To what extent does US intervention in Iraq contribute to anti-US sentiment?

11. General Subject: Political Talk Radio

Research Question: To what extent has conservative talk radio contributed to right wing unilateral foreign policy?

12. General Subject: Beauty and Body Image

Research Question: To what extent has media coverage and parental/adult behaviors influenced teenagers to see cosmetic surgery?

13. General Subject: Right to Die

Research Question: To what extent should government policy dictate an individual patient's right to die?

14. General Subject: Genetic Testing

Research Question: While genetic testing can have worthwhile applications, who should be empowered to determine and monitor its uses?

15. General Subject: Chinese History

Research Question: How does the legacy of Mei Lan Fang contribute to modern Jingju?

Viva Voce Exit Interview

(The *viva voce* should last 10 to 15 minutes.)

The supervisor will discuss the following questions with the diploma candidate and may ask follow up questions if necessary. For each question, the supervisor will check exemplary, acceptable, or unacceptable. The completed form must be signed by both the student and supervisor; then, the form is given to the Diploma Coordinator.

Questions	Exemplary	Acceptable	Unacceptable
Why did you choose this topic for your essay?			
Supervisor's Comments:			
What areas might warrant further investigation?			
Supervisor's Comments:			
What was the biggest challenge for you in the writing process?			
Supervisor's Comments:			
What are you most proud of in connection with your essay?			
Supervisor's Comments:			
What arguments did you use to support your conclusion?			
Supervisor's Comments:			
Why is your research important?			
Supervisor's Comments:			
What did you learn about your topic you did not expect during the research process?			i
Supervisor's Comments:			

Questions	Exemplary	Acceptable	Unacceptable
Content Specific Question:			
Content Specific Question:			

Student's Signature

Date

Supervisor's Signature

Date

RPPF

PDF forms are not compatible with the Google Chrome PDF viewer plug-in. Chrome users should save the form, then reopen and complete with Adobe reader.

EE/RPPF

For first assessment in 2018

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International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must sign and date this form.

First reflection session

Candidate comments:

Date:

Supervisor initials:





Interim reflection

Candidate comments:

Date:

Supervisor initials:

Supervisor comments:

Final reflection - Viva voce

Candidate comments:

Date:

Supervisor initials: