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# **Diploma Programme Extended Essay Handbook**

at Alphaville

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## Extended Essay At A Glance

The Extended Essay is an independent, self-directed, and in-depth research project culminating in a 4,000-word paper, developed over a period of approximately 18 months (see also the **Extended Essay Calendar** at the end of this document). It is intended to promote academic skills, intellectual discovery, and creativity. The Extended Essay provides students with the opportunity to explore a topic that is personally intriguing to them, within one of their six chosen DP subjects, and under the guidance of a Supervisor.

The Extended Essay is externally assessed and, along with Theory of Knowledge (TOK), contributes up to 3 points towards a student's total score for the IB Diploma. A student must achieve a D grade or higher in the Extended Essay to be awarded the Diploma. If a student falls below that threshold or does not complete their essay, the Diploma cannot be awarded to the student.

### In a nutshell, the Extended Essay is:

- A required core component of the IBDP.
- Externally assessed, meaning that it is not graded by St. Nicholas, but by examiners appointed by the International Baccalaureate Organization.
- A research task, which students are expected to work on for approximately 40 hours over the DP Programme.
- Presented as a formal piece of writing that has a 4,000-word limit, and submitted alongside a reflection form of no more than 500 words.
- Presented as an investigation into a specific topic within an academic discipline, which corresponds to one of the student's six chosen DP subjects.
- An independent task by the student, with guidance from a Supervisor, who is a suitably qualified member of staff.

**The aims of the Extended Essay are for students to ([International Baccalaureate, 2016, p. 37](#)):**

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

## Initial Guidance for Students

The Extended Essay presents a unique opportunity for students to delve deeply into a subject they're passionate about. The goal for students is that through the completion of the essay, they will become acquainted with research and writing skills expected at a university level ([International Baccalaureate, 2016, p. 15](#)). Throughout the process, students also develop different transferable skills, such as critical thinking, self-management, and time management—qualities essential for success in higher education and beyond.

Students must complete their Extended Essay within a specific subject area. The available subjects are listed in the next section of this document. Students will choose a subject from one of the six that they are enrolled in for the DP. This is done to ensure that the student has sufficient background knowledge in that particular subject area. **In order to write a successful essay, students must demonstrate knowledge of the methods and theories of the particular subject that they chose.**

Students are highly encouraged to choose a subject *before* picking a topic to write about. After selecting the subject, students will narrow down their focus on a specific topic that is not too broad, as it must be sufficiently covered within the 4,000-word limit of the essay. Students must also write a research question that will be satisfactorily answered by their essay.

Students are guided in this process by a Supervisor, who is a member of staff at the school and possesses background knowledge in the particular subject area students are working in. Supervisors will be appointed by the Extended Essay Coordinator to each student based on their chosen subject and the schedule of each staff member.

It is very important that students regularly meet with their Supervisors after they are appointed and it is *mandatory* that each student will complete three formal reflection sessions with their Supervisor. The students will fill out a form called the "[Reflections on Planning and Progress form](#)" (RPPF) after each one of these mandatory sessions and this form will be submitted to the IB alongside the student's essay. **The reflection is part of the assessment for the Extended Essay**, meaning that students receive marks based on the RPPF, under Criterion E: Engagement (see also the **Assessment** section of this handbook for more information).

The students are also supported by the Extended Essay Coordinator, who will conduct regular sessions with them to go through the different requirements of the Extended Essay, as well as work on their academic writing and research skills.

The Extended Essay is a challenging but rewarding experience. It serves as a testament to students' readiness for future academic and professional endeavours and represents a journey of intellectual exploration and personal development.

## Policies Related to the Extended Essay

Students undertaking the Extended Essay are **required** to read the [IB Ethical Guidelines for Extended Essays](#) as well as the [General and Subject-Specific Guides](#). In addition, students should be familiar with St. Nicholas Alphaville's internal policies, especially the [Academic Integrity Policy](#). Students completing an Extended Essay in Group 4 Subjects are **required** to read the [IB Sciences Experimentation Guidelines](#).

The Extended Essay Coordinator will provide students and Supervisors access to all of the policies related to the Extended Essay, as well as guidance and clarification. The Coordinator is the point person for any inquiries regarding this topic and students should check in with them if they have any questions.

Other policies and documents related to the Extended Essay include:

- [IB Academic Integrity Policy](#)
- [IB Effective Citing and Referencing](#)
- [IB Guide - Managing Sciences and Geography Extended Essays without lab work or fieldwork](#)
- [St. Nicholas Alphaville Language and Literacy Policy](#)

## Extended Essay Subjects

Students must choose a subject for their Extended Essay that corresponds with one of their six chosen DP subjects (either Higher or Standard Level). It is highly recommended that students choose a subject *before* choosing a topic, as this allows for more focused and intentional research. Students should conduct a literature review of that subject, which will not only provide them with background knowledge but also aid them in choosing an appropriate topic. At that point in the process, students are ready to continue with their research, however, it is important to note that **all students must have approval from their Supervisor and Extended Essay Coordinator before proceeding with their research.**

The following table shows the available subjects for the Extended Essay, as well as a brief overview of the general requirements for successful completion of the Extended Essay in each subject:

Groups	DP Subject	Overview
Group 1	<b>Portuguese Language and Literature</b>	<p>Group 1 Extended Essays are written in the language for which they are registered.</p> <p>They are divided into three categories:</p> <ul style="list-style-type: none"> <li>• <b>Category 1:</b> Studies of one or more literary works originally written in the language in which the essay is presented.</li> <li>• <b>Category 2:</b> Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation).</li> <li>• <b>Category 3:</b> Studies in language based on one or more texts originally produced in the language in which the essay is presented.</li> </ul> <p><a href="#">More information on the Extended Essay Guide, Pages 112-124</a></p>
	<b>English Language and Literature</b>	

Group 2	<b>Portuguese Ab Initio</b>	<p>Group 2 Extended Essays require students to carry out research based on texts or specific cultural artifacts. The essays must be written in the language for which it is registered and <b>students may not</b> write a Group 2 Extended Essay in a language they are studying for their DP as a Group 1 Language A.</p> <p>They are divided into three categories:</p> <ul style="list-style-type: none"> <li>• <b>Category 1:</b> A specific analysis of the language (and its structure), normally related to its cultural context or a specific text.</li> <li>• <b>Category 2:</b> An analysis of (a) the impact of a particular socio-cultural issue on the form or use of the language, based on an examination of language use or (b) a socio-cultural issue, as illustrated through specific cultural artifact (s) from a country/community where the language is spoken.</li> <li>• <b>Category 3:</b> An analysis of a literary type, based on a specific work or works of literature exclusively from the target language.</li> </ul> <p><a href="#">More information on the Extended Essay Guide, Pages 125-136</a></p>
	<b>English Language B</b>	
Group 3	<b>Business Management</b>	<p>Essays must review and critically evaluate business theories, concepts, and principles and their real-life use and application in the business world, as well as their impact on business activity.</p> <p>Students are strongly advised to choose a topic that enables them to carry out research and apply business management theories and techniques in</p>



		<p>a real-world setting. This setting may be an organisation, industry, or market in a particular region or country, or globally.</p> <p><a href="#"><u>More information on the Extended Essay Guide, Pages 144-152</u></a></p>
	<p><b>History</b></p>	<p>Essays that focus on events of the past 10 years are not acceptable, as these are regarded as current affairs, not history.</p> <p>Essays use a combination of primary and secondary sources. Essays must not rely on summarising general secondary sources (such as textbooks and encyclopedias). Essays must not be largely narrative or descriptive in nature.</p> <p><a href="#"><u>More information on the Extended Essay Guide, Pages 193-201</u></a></p>
<p>Group 4</p>	<p><b>Chemistry</b></p>	<p>A Chemistry Extended Essay provides students with an opportunity to investigate a specific aspect of a material of our environment. The essay must be characterised by a particular chemical emphasis within a more general set of research criteria.</p> <p>Students are encouraged to pursue questions that can be analysed through data collected by the student.</p> <p>Some topics may be unsuitable for investigation because of safety issues. Students must consult with their Supervisor and Extended Essay Coordinator before proceeding with any experiments.</p> <p><a href="#"><u>More information on the Extended Essay Guide, Pages 259-267</u></a></p>

	<p><b>Physics</b></p>	<p>A Physics Extended Essay should answer a research question in physics through focused, evidence-based argumentation. The evidence may be drawn from the student's personal experimentation and/or book- and internet-based research. Whichever method of research is adopted, the student must use the principles of physics.</p> <p>Essays may be solely theoretical or based on data <b>and</b> theory. If their essay is data-based, students can choose to collect their own primary data or use secondary data that has already been collected elsewhere.</p> <p><a href="#"><u>More information on the Extended Essay Guide, Pages 285-293</u></a></p>
	<p><b>Biology</b></p>	<p>A Biology Extended Essay should incorporate biological theory and emphasise the essential nature of this subject.</p> <p>Students are encouraged to pursue questions that can be analysed through data collected by the student. Essays on human disease should focus on biological aspects rather than on medical diagnosis and treatment.</p> <p>Some topics may be inadmissible because their means of investigation are unethical. Students must consult with their Supervisor and Extended Essay Coordinator before proceeding with any experiments.</p> <p><a href="#"><u>More information on the Extended Essay Guide, Pages 249-258</u></a></p>
	<p><b>Design Technology</b></p>	<p>An Extended Essay in Design Technology gives students an opportunity to undertake in-depth</p>

		<p>research into:</p> <ul style="list-style-type: none"> <li>• The processes involved in the design and development of products or systems.</li> <li>• The impact of the products or systems' design on individuals and society.</li> </ul> <p>Students are expected to use a range of methods for the collection of data and the essay should use both primary and secondary sources.</p> <p><a href="#">More information on the Extended Essay Guide, Pages 276-284</a></p>
Group 5	<b>Mathematics</b>	<p>Essays may be written on any topic that has a mathematical focus and need not be confined to the theory of mathematics itself. Some examples of different topics for the essay:</p> <ul style="list-style-type: none"> <li>• The applicability of mathematics to solve both real and abstract problems</li> <li>• The beauty of mathematics—eg geometry or fractal theory</li> <li>• The elegance of mathematics in the proving of theorems—eg number theory</li> <li>• The history of mathematics</li> <li>• The effect of technology on mathematics</li> </ul> <p><a href="#">More information on the Extended Essay Guide, Pages 304-311</a></p>
Group 6	<b>Visual Arts</b>	<p>The Visual Arts in this case are broadly defined to also include architecture, design and contemporary forms of visual culture.</p> <p>The research may be generated or inspired by the student's direct experiences of creating visual artworks, or by their interest in the work of a</p>

		<p>particular artist, style, or period. This might be related to the student’s own cultural context or another cultural context.</p> <p>Personal contact with artists, curators, and other active participants in the visual arts is encouraged, as is the use of local and primary sources.</p> <p><a href="#">More information on the Extended Essay Guide, Pages 350-357</a></p>
Int.	<p><b>Environmental Systems and Societies</b></p>	<p>Environmental Systems and Societies (ESS) is an interdisciplinary subject, and therefore students undertaking an Extended Essay in this subject are expected to select and integrate theoretical contexts and methodologies from more than one academic discipline appropriate to the chosen topic.</p> <p>ESS focuses on the interaction and integration of “natural” environmental systems and human societies. An Extended Essay on this subject should give significant (though not necessarily equal) weight to both these dimensions.</p> <p>Students must ensure that their topic would not be better submitted under one of the specialised subject areas of the experimental or the human sciences. For example, topics focusing exclusively on human health, disease or politics are usually more appropriate to a single-discipline essay.</p> <p><a href="#">More information on the Extended Essay Guide, Pages 359-367</a></p>

Please note that following the Diploma Programme Assessment Procedures, section D7.3 ([International Baccalaureate, 2022, p. 239](#)) **Brazilian Social Studies is not available as a subject for the Extended Essay.** Students interested in researching topics

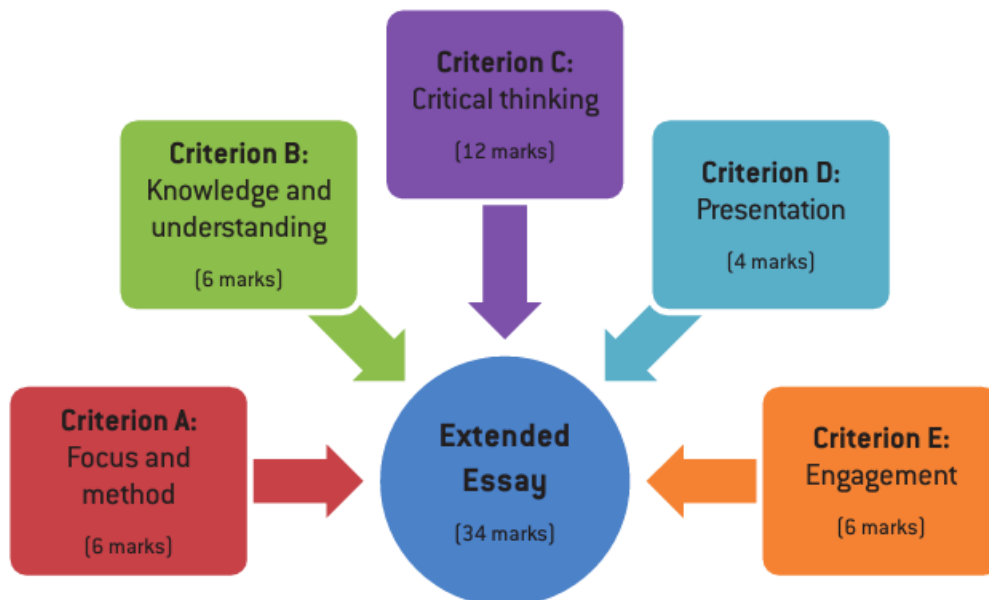
related to Brazilian history, geography, culture, or politics need to investigate those under the lens of a different subject, such as History or Environmental Systems and Societies.

## Assessment

It is extremely important that all students undertaking the Extended Essay understand the assessment criteria used to evaluate their work. If the essay submitted to the IB does not meet the criteria it is extremely unlikely to receive high marks, regardless of how successful the research itself was.

The Extended Essay is assessed against a common criteria, interpreted in accordance with the subject-specific guides. It is therefore necessary that students are aware of both the general guide and the subject-specific guide for the particular DP subject they are working in.

The following diagram shows the different criterion and the marks available for each:



(Lekanides, 2016, p. 101)

Each one of the criteria also has a series of strands, which are the core focus of the assessment. In order to achieve full marks students must pay careful attention that their work meets each of the strands for that particular criteria.

Criterion	Strands	Marks
<b>A: Focus and method</b>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Research Question</li> <li>• Methodology</li> </ul>	<b>6 marks</b>
<b>B: Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Communication</li> </ul>	<b>6 marks</b>
<b>C: Critical thinking</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis</li> <li>• Discussion and evaluation</li> </ul>	<b>12 marks</b>
<b>D: Presentation</b>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Layout</li> </ul>	<b>4 marks</b>
<b>E: Engagement</b>	<ul style="list-style-type: none"> <li>• Research focus</li> <li>• Planning and process</li> </ul>	<b>6 marks</b>
<b>Total</b>		<b>34 marks</b>

There are a total of 34 marks available for the Extended Essay. These are then converted to a grade that can range from A to E. The numerical boundaries, per the Diploma Programme Assessment procedures ([International Baccalaureate, 2022, p.236](#)), are only confirmed after marking has been completed for that particular session and are subject to change. **Scoring an E grade for the essay is a failing condition for the entire IB Diploma.**

The Extended Essay contributes, alongside Theory of Knowledge (TOK), up to 3 points towards the student's grade for the Diploma Program. The following matrix shows the possible grades for the Extended Essay and TOK, and how many points the students are to be awarded based on them:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

## Criteria overview

### Criterion A: Focus and method

This criterion assesses the topic, the research question, and the methodology. It assesses how clearly the purpose of the research is stated (including the appropriateness of both the topic and the research question), how well the research is executed, and how the focus is maintained throughout the essay.

The direction and purpose of the research must be evident and aligned with the chosen subject. The introduction holds particular importance in meeting this criterion, serving as a crucial space for the student to outline the scope and trajectory of the essay. The rest of the essay must not stray too far from what is stated in the introduction, as this is unlikely to result in good marks for criterion A.

This criterion also assesses the methodology, specifically how well the chosen methods of analysis contribute to the understanding of the topic. Different academic disciplines utilise distinct methods, as some are more appropriate than others for conducting research in that particular field. The student should be able to demonstrate that they were able to apply the appropriate methods in their own research.

For this criterion, students should focus on these essential questions:

- How well does the research paper identify and communicate the chosen topic?
- Is the research question appropriate given the scope of the task?
- Is the research question clearly stated, focused, and based on/situated against background knowledge and understanding of the chosen subject/topic area?
- Is the focus of the research question maintained throughout the essay?

The following table describes how criterion A is assessed.

Level	Descriptor of strands and indicators
0	<b>The work does not reach a standard outlined by the descriptors below.</b>
1–2	<p><b>The topic is communicated unclearly and incompletely.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>The research question is stated but not clearly expressed or too broad.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Methodology of the research is limited.</b></p> <ul style="list-style-type: none"> <li>• The source(s) and/or method(s) to be used are limited in range given the topic and research question.</li> <li>• There is limited evidence that their selection was informed.</li> </ul>



3–4	<p><b>The topic is communicated.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p><b>Methodology of the research is mostly complete.</b></p> <ul style="list-style-type: none"> <li>• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>• There is some evidence that their selection(s) was informed.</li> </ul> <p><b>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 this criterion.</b></p>
5–6	<p><b>The topic is communicated accurately and effectively.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.</li> </ul> <p><b>The research question is clearly stated and focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.</li> </ul> <p><b>Methodology of the research is complete.</b></p> <ul style="list-style-type: none"> <li>• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li>• There is evidence of effective and informed selection of sources and/or methods.</li> </ul>

## Criterion B: Knowledge and understanding

This criterion assesses how knowledge and understanding is demonstrated through the use of **appropriate terminology and concepts**. Students are expected to demonstrate they possess sufficient background knowledge of the chosen topic as well as, more broadly, the subject area.

The selection of sources is key for this criterion. Students must select strong, authoritative sources for their essay, and these sources must be relevant and appropriate for their research question. Students who rely heavily on unreliable sources, like generic and heavily opinion-based websites, risk losing marks for this criterion. See also the section **Choice and treatment of subject and topic** of this document for more information on source selection.

For this criterion, students should focus on these essential questions:

- How does the research question fit within the context of the subject area or discipline being explored?
- How appropriate are the sources used given the research question?
- How effectively does the essay demonstrate knowledge and understanding of the chosen topic using subject-specific terminology?
- How do the chosen methods contribute to supporting knowledge and understanding?

The following table describes how criterion B is assessed.

Level	Descriptor of strands and indicators
0	<p><b>The work does not reach a standard outlined by the descriptors below.</b></p>
1–2	<p><b>Knowledge and understanding is limited.</b></p> <ul style="list-style-type: none"> <li>• The selection of source material has limited relevance and is only partially appropriate to the research question.</li> <li>• Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</li> </ul> <p><b>Use of terminology and concepts is unclear and limited.</b></p> <ul style="list-style-type: none"> <li>• Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</li> </ul>
3–4	<p><b>Knowledge and understanding is good.</b></p> <ul style="list-style-type: none"> <li>• The selection of source material is mostly relevant and appropriate to the research question.</li> <li>• Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.</li> </ul> <p><b>Use of terminology and concepts is adequate.</b></p> <ul style="list-style-type: none"> <li>• The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</li> </ul> <p><b>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 this criterion.</b></p>
5–6	<p><b>Knowledge and understanding is excellent.</b></p> <ul style="list-style-type: none"> <li>• The selection of source materials is clearly relevant and appropriate to the research question.</li> <li>• Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</li> </ul> <p><b>Use of terminology and concepts is good.</b></p> <ul style="list-style-type: none"> <li>• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</li> </ul>

## Criterion C: Critical thinking

This criterion assesses the extent to which critical thinking skills have been used to **analyse** and **evaluate** the research undertaken. It is worth 12 marks, which is a third of the overall grade for the Extended Essay.

This criterion carries the most weight because it emphasises the crucial aspect of critically evaluating evidence to form a well-reasoned argument and draw sound conclusions, fundamental to any research paper. To achieve high marks, three main elements must be addressed (Lekanides, 2016) :

1. **Relevance of research:** All research materials gathered and used are clearly relevant to the research question posed.
2. **Analysis of research findings:** The research findings are effectively analysed so as to produce a reasoned argument. Any developing analyses are well-supported by relevant evidence.
3. **Discussion and evaluation of evidence:** A coherent and well-reasoned argument is developed that is supported by the evidence presented. What's more, a critical evaluation of the source material is present.

For this criterion, students should focus on these essential questions:

- How well were the sources and methods selected and utilised in developing the argument presented?
- Is the analysis of the research both effective and focused on addressing the research question?
- How does the discussion of the research contribute to developing a clear and coherent reasoned argument regarding the research question?
- Is there critical evaluation of the arguments presented in the essay?

The following table describes how criterion C is assessed.

Level	Descriptor of strands and indicators
0	<p><b>The work does not reach a standard outlined by the descriptors below.</b></p>
1–3	<p><b>The research is limited.</b></p> <ul style="list-style-type: none"> <li>● The research presented is limited and its application is not clearly relevant to the RQ.</li> </ul> <p><b>Analysis is limited.</b></p> <ul style="list-style-type: none"> <li>● There is limited analysis.</li> <li>● Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</li> </ul> <p><b>Discussion/evaluation is limited.</b></p> <ul style="list-style-type: none"> <li>● An argument is outlined <b>but</b> this is limited, incomplete, descriptive or narrative in nature.</li> <li>● The construction of an argument is unclear and/or incoherent in structure hindering understanding.</li> <li>● Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.</li> <li>● There is an attempt to evaluate the research, but this is superficial.</li> </ul> <p><b>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.</b></p>
4–6	<p><b>The research is adequate.</b></p> <ul style="list-style-type: none"> <li>● Some research presented is appropriate and its application is partially relevant to the research question.</li> </ul> <p><b>Analysis is adequate.</b></p> <ul style="list-style-type: none"> <li>● There is analysis <b>but</b> this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.</li> <li>● Any conclusions to individual points of analysis are only partially supported by the evidence.</li> </ul>

	<p><b>Discussion/evaluation is adequate.</b></p> <ul style="list-style-type: none"> <li>• An argument explains the research but the reasoning contains inconsistencies.</li> <li>• The argument may lack clarity and coherence but this does not significantly hinder understanding.</li> <li>• Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.</li> <li>• The research has been evaluated but not critically.</li> </ul>
7–9	<p><b>The research is good.</b></p> <ul style="list-style-type: none"> <li>• The majority of the research is appropriate and its application is clearly relevant to the research question.</li> </ul> <p><b>Analysis is good.</b></p> <ul style="list-style-type: none"> <li>• The research is analysed 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.</li> <li>• Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.</li> </ul> <p><b>Discussion/evaluation is good.</b></p> <ul style="list-style-type: none"> <li>• An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.</li> <li>• This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument.</li> <li>• The research has been evaluated, and this is partially critical.</li> </ul>
10–12	<p><b>The research is excellent.</b></p> <ul style="list-style-type: none"> <li>• The research is appropriate to the research question and its application is consistently relevant.</li> </ul> <p><b>Analysis is excellent.</b></p> <ul style="list-style-type: none"> <li>• The research is analysed 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.</li> <li>• Conclusions to individual points of analysis are effectively supported by the evidence.</li> </ul>

	<p><b>Discussion/evaluation is excellent.</b></p> <ul style="list-style-type: none"><li>• An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</li><li>• 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.</li><li>• The research has been critically evaluated.</li></ul>
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## Criterion D: Presentation

This criterion assesses the extent to which the presentation follows a standard format expected for academic writing and the extent to which this aids effective communication. More than anything, it is important that the essay is structured **consistently** (meaning, the same format or layout convention is used throughout the whole essay) and **logically** (the essay should have a beginning, middle, and end, and the different sections of the essay should follow a coherent structure).

For this criterion, students should focus on these essential questions:

- Does the essay's structure align with the standard conventions expected for a research paper?
- Are essential components such as a title page, table of contents, illustrative materials etc. used effectively?
- Is the APA style applied correctly and consistently throughout the essay, containing the necessary minimum information as outlined in the [Effective Citing and Referencing](#) document?
- Has the essay stayed within the maximum word limit (4,000 words)?

The following table describes how criterion D is assessed.

Level	Descriptor of strands and indicators
0	<b>The work does not reach a standard outlined by the descriptors below.</b>
1–2	<p><b>Presentation is acceptable.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some layout considerations may be missing or applied incorrectly.</li> <li>• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the Extended Essay.</li> </ul>
3–4	<p><b>Presentation is good.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Layout considerations are present and applied correctly.</li> <li>• The structure and layout support the reading, understanding and evaluation of the Extended Essay.</li> </ul>

## Criterion E: Engagement

This criterion assesses the student’s engagement with their research focus and the research process. It is based entirely on the candidate’s reflections as detailed on the RPPF, with the Supervisory Comments and Extended Essay itself as context. The section **Reflections in the Extended Essay** of this document goes over in-depth on what the expectations for the reflection.

For this criterion, students should focus on these essential questions:

- Has the student actively participated in discussions with their Supervisor regarding the planning and progression of their research?
- How effectively does the student evaluate decisions made throughout the research process and suggest improvements for their own working practices?



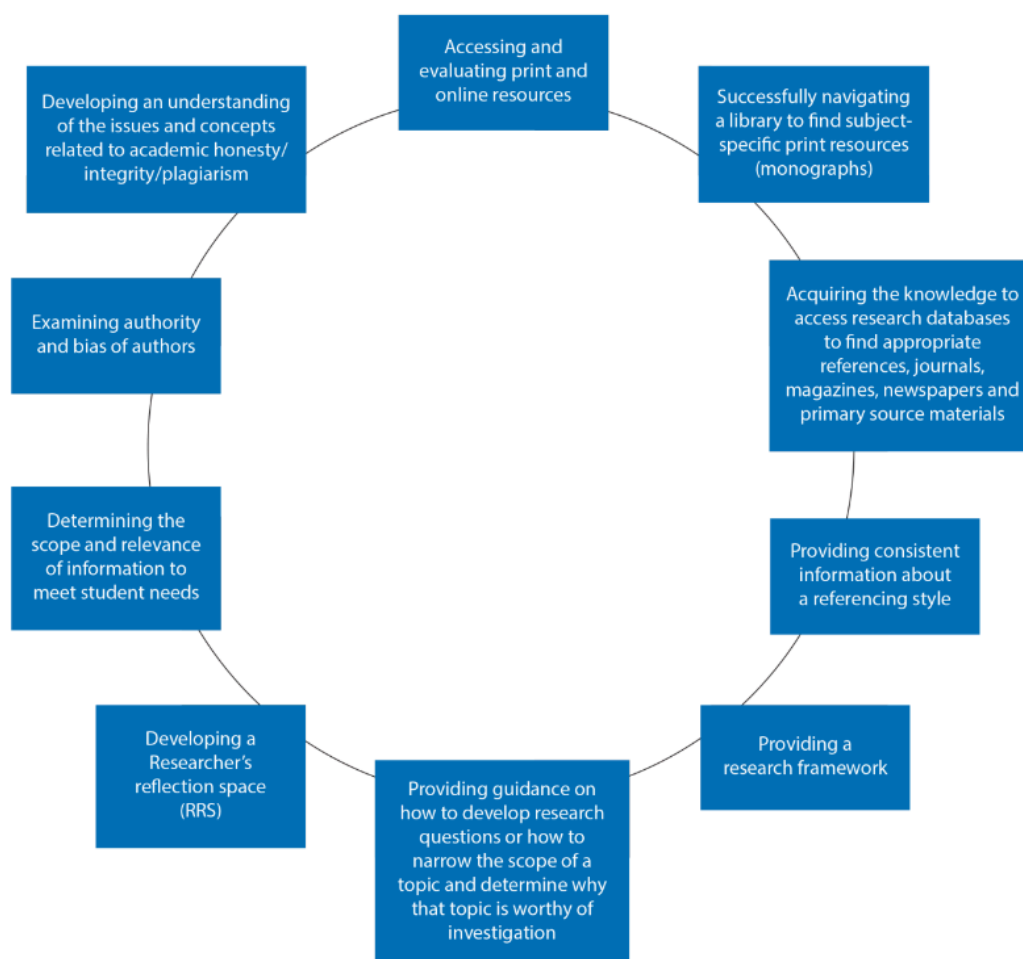
- Does the student provide insights into their thinking, intellectual initiative, and creative approach?
- To what extent is the student's voice evident in the research, compared to that of the Supervisor and academic sources?

The following table describes how criterion E is assessed.

Level	Descriptor of strands and indicators
0	<p><b>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</b></p>
1–2	<p><b>Engagement is limited.</b></p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are mostly descriptive.</li> <li>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</li> </ul>
3–4	<p><b>Engagement is good.</b></p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</li> <li>• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</li> </ul>
5–6	<p><b>Engagement is excellent.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

## Writing and Research Process

The Extended Essay is centred around research. To assist students in this process, they'll be provided with guidance, with the Extended Essay Coordinator, Extended Essay Supervisor, and School Librarian ensuring that they are able to hone in on the diverse set of skills essential for completing the Extended Essay. The skills students develop through the completion of the Extended Essay are intended to support students on the DP as well as in higher education. Such skills include:



[\(International Baccalaureate, 2016, p. 51\)](#)

Successful completion also requires appropriate planning and time management. The IB recommends that students follow this set of steps in order to best achieve good results with their Extended Essay:

1	Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).
2	Read the following materials: the assessment criteria, relevant subject-specific chapter of the <i>Extended essay guide</i> , the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.
3	Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.
4	Choose a topic and undertake some background reading on it.
5	Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.
6	Draw up an outline plan for the research and writing process. This should include a timeline.
7	Begin to identify how and where they will gather source material for their research.
8	Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.
9	Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.
10	Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.
11	Undertake some preparatory reading in light of the proposed research question. <i>If students discover 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: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.</i>
12	Carry out the research. <i>The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.</i>

[\(International Baccalaureate, 2016, p. 73.\)](#)

## Choice and treatment of subject and topic

Choosing a **DP Subject** is the initial step in the Extended Essay process, requiring students to pinpoint their area of interest. Students will choose from one of the six subjects they are enrolled in and will communicate that choice to the Extended Essay Coordinator so they can receive specific guidance for the requirements of that particular subject.

After choosing a subject students will conduct an initial literature review around that subject, which will aid them in selecting a specific topic within that area of knowledge. They can consult various sources, including academic journals, articles, books, conference papers, essays, and have discussions with their teachers and peers. Engaging in extensive reading early on is invaluable.

During the literature review, students should take notes for their bibliography and record reflections in their researcher's reflection space (RRS). When utilising online resources, students are encouraged to choose specialised academic search engines and databases for credible sources suitable for citation in the Extended Essay. Adherence to proper APA style for citation and reference, as well as vigilant avoidance of plagiarism, are non-negotiable responsibilities.

After identifying a topic of their interest and formulating the research question, students craft a proposal outlining the approach and methods they plan to utilise to complete their research. It's important to note that research methodologies and the definitions of terms such as primary and secondary data may vary across subjects. While some subjects necessitate the use of both primary and secondary data, others may rely solely on secondary data. The table below outlines the expectations when it comes to sources across the different subjects.

Groups	DP Subject	Sources
Group 1	<b>Portuguese Language and Literature</b>	The research is mostly based on primary sources, which in this case refers to the text or texts being written about.
	<b>English Language and Literature</b>	Secondary sources may be used to provide supporting information. These should be given critical consideration when evaluating the artistic and literary qualities of the work(s) in question.

Group 2	<b>Portuguese Ab Initio</b>	For essays dealing with literature, the expectations are the same as Group 1.
	<b>English Language B</b>	For essays dealing with language or culture, references to both primary and secondary sources are expected.
Group 3	<b>Business Management</b>	Essays may rely on secondary sources entirely. Primary research only used if directly relevant to the research question.
	<b>History</b>	Essays should use a combination of primary and secondary sources. However, depending on the nature of the topic at hand, it is not always possible to have access to primary sources. Nonetheless, if such sources exist and are readily available it is expected that students will use them.
Group 4	<b>Chemistry</b>	Experimental essays rely mostly on the primary data collected by the student as a result of their experiment, with secondary sources in the form of scientific publications used as support for the analysis.  Literature review essays rely on secondary sources.
	<b>Physics</b>	Experimental essays rely mostly on the primary data collected by the student as a result of their experiment, with secondary sources in the form of scientific publications used as support for the analysis.  Literature review essays rely on secondary sources.
	<b>Biology</b>	Experimental essays rely mostly on the primary data collected by the student as a result of their experiment, with secondary sources in the form of

		<p>scientific publications used as support for the analysis.</p> <p>Literature review essays rely on secondary sources.</p>
	<b>Design Technology</b>	<p>Essays rely on primary data produced by the students in the course of creating and implementing their design, with secondary sources in the form of scientific publications used as support for the analysis.</p>
Group 5	<b>Mathematics</b>	<p>Essays may rely on primary data produced by the students, in the form of their own calculations or applications of mathematical formulas, with secondary sources used to explore external proofs or approaches.</p>
Group 6	<b>Visual Arts</b>	<p>Essays analyse primary sources (the art or the artist) with secondary sources used as support for the analysis.</p>
Int.	<b>Environmental systems and societies</b>	<p>Essays based around primary sources rely on data collected through fieldwork or experiments, however these are not a requirement and essays can also be based mostly on secondary sources.</p>

Sources must be carefully selected. Students writing an Extended Essay often lose marks by choosing inappropriate sources for their essay. Essays that rely heavily on sources found through the internet are unlikely to score highly, as it is expected that the students will be citing mostly strong, authoritative sources. In academia, new research is mostly published in academic journals and these tend to be cited the most often in academic works. Students should use these sources, in combination with other appropriate ones for their particular subject area.

The following table, published by the IB, can aid students in choosing appropriate sources for their essays:

Desirable source attribute	Questions to consider in order to determine this
Authority	<ul style="list-style-type: none"> <li>● Is the author of the information identified?</li> <li>● If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented?</li> <li>● Is there enough information available to establish the author's credibility?</li> <li>● Is the author affiliated with an academic institution or credible organisation?</li> <li>● Is the author qualified to write about the subject?</li> </ul>
Audience appropriate	<ul style="list-style-type: none"> <li>● Who is the intended audience?</li> <li>● Does the information presented appropriately address the target audience?</li> <li>● Is the information relevant to your area of research?</li> </ul>
Reliability and credibility	<ul style="list-style-type: none"> <li>● Does the information appear to be valid and well researched?</li> <li>● Can it be supported by evidence?</li> <li>● Can the information be verified through other sources?</li> <li>● Is there a non-web equivalent of this material that could be used to verify the information?</li> <li>● Does the URL (web address) give you any indication of the source of the information?</li> </ul>
Accuracy	<ul style="list-style-type: none"> <li>● Is there an indication as to who has responsibility for the accuracy of the information provided?</li> <li>● Do you know if the information has been reviewed?</li> <li>● Are there grammatical, spelling or typographical errors? If there are, what does this suggest about the source?</li> </ul>

	<ul style="list-style-type: none"> <li>• Is there a bibliography?</li> </ul>
Objectivity	<ul style="list-style-type: none"> <li>• Is the information fact or opinion?</li> <li>• Is the language used free of bias?</li> <li>• Is the author’s point of view objective or do they make it clear when they are expressing a personal opinion?</li> <li>• Is it a personal website?</li> <li>• Is the author affiliated with any institution or organisation which might create a bias in the information?</li> </ul>

[\(International Baccalaureate, 2016, p. 88-89\)](#)

Two key reminders for students: planning is paramount, and seeking guidance from Supervisors and librarians is highly beneficial. Additionally, academic integrity is imperative, as any instance of academic misconduct risks jeopardising the diploma.

### Note on “double-dipping”

Students must ensure that they are not using material submitted for any other assessment component as part of their Extended Essay submission. While resources can be shared between components, sometimes it is best to avoid this. Resources used for IA, for example, could be used as part of the Extended Essay, but no content can be duplicated at all, so to prevent any cross-over the candidate would need to have a substantially different angle that they will investigate and there must be a complete shift in focus. See the subject-specific guidance for more details. [\(International Baccalaureate, 2016, p. 111\)](#)

## Literature Review

Before proceeding with the research, students must delve into existing literature related to their topic, aiming to cover as much ground as possible. Devoting time to a literature review at the outset of the research process will go a long way towards providing context to their research question and subsequent findings. It is also important in order to fulfill the requirements of Criterion B: Knowledge and understanding.

During the literature review phase, students may find it beneficial to compile an annotated bibliography and document their reflections in their Researcher’s Reflection Space (RRS).



When utilising online resources, students are advised to use specialised academic search engines tailored to their subject area. These engines streamline the process of locating credible sources suitable for citation in the Extended Essay (Extended Essay). The School Librarian will work with Year 11 students on how to access and use such tools.

It is imperative for students to cite sources accurately, thereby avoiding plagiarism. They must ensure that their citations align with the standards set by the International Baccalaureate (IB) and are consistently applied throughout their work.

## Research Question

After the student has chosen a topic, they must work on developing a Research Question. This is an essential component of every Extended Essay. Think of it as the question that is being answered by the research. Good research questions are clear and focused and must be able to be meaningfully answered within the 4,000 word limit of the essay. Research Questions that are too broad in nature, unfocused and that would be better suited to be answered with a different area of knowledge are unlikely to result in high marks for the Extended Essay.

### Five steps to developing a research question

1. Choose a subject and topic that is of interest.
  - Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.
2. Carry out preliminary reading
  - After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:
    - What has already been written about this topic?
    - Was it easy to find sources of information?
    - Is there a range of different sources available?

- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?

### 3. Consider the emerging questions

- You should now begin posing open-ended questions about your topic. These questions will usually be framed using the words *how*, *why* or *to what extent*.

### 4. Evaluate the questions

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

### 5. Consider research outcomes

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

[\(International Baccalaureate, 2016, p. 76-77\)](#)

## Sample Research Questions

The table below provides some examples showing the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

<b>Unclear, unfocused, and unarguable research questions</b>	<b>Clear, focused, narrow research questions lending themselves to in-depth research</b>
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
How effective was Nazi propaganda in controlling its people?	How effective was Nazi Youth propaganda in terms of indoctrinating German citizens aged 14-18?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves ageing and the biosynthesis of chlorophyll?
How did the Greeks win victory over the Persians from 480 to 479 BCE?	To what extent was the Battle of Thermopylae the most significant factor in the Greek victory over the Persians?
How does interactive software impact classroom learning?	In what ways does the use of e-learning platforms such as Google Classroom improve the literacy skills of students aged 5-10?

(Lekanides, 2016)

A question that is unclear or too broad will result in a *narrative* overview of the issue or event being discussed, rather than an actual *analysis* which is the goal of the Extended Essay. The result of this is that examiners will not be able to apply the range of marks available in the assessment criteria, particularly in relation to Criterion C: Critical Thinking.

## Required Elements

The way that the essay is structured is very important and is one of the main points accessed within Criterion D: Presentation. A well-structured essay also contributes to having an organised, concise, and understandable argument, which will affect the assessment within Criteria B and C.

According to Extended Essay guide ([International Baccalaureate, 2016, p. 79](#)) all Extended Essays should include a minimum of six required components:

### 1. Title page

The title page is the very first page of the essay. It includes the following elements:

- The title of the essay.
- The research question.
- The subject under which the essay is registered. If it pertains to a language or literature essay, it must also specify the category it belongs to.
- Word count.

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

Additionally, please note that not all elements within the Extended Essay are included in the word count.

Included in the word count	<u>Not</u> included in the word count
Introduction	Contents page
Main body	Maps, Charts, Diagrams, Annotated illustrations
Conclusion	Tables
Quotations	Equations, Formulas, Calculations
Footnotes and/or Endnotes that are not references	Citations or References (whether parenthetical, numbered, footnotes or endnotes)
	Bibliography
	Reflections on planning and progress form
	Headers

## 2. Contents page

A content page (or Table of contents) is mandatory at the beginning of the Extended Essay, and every page of the essay should be sequentially **numbered**.

## 3. Introduction

The introduction serves as a roadmap for the reader, outlining what they can anticipate in the essay. It should effectively communicate the essay's focal point, the breadth of the research, including a preview of the sources to be utilised, and a glimpse into the anticipated argumentation.

Although students should ideally have a clear sense of the direction and primary focus of their essay, it can be beneficial to finalise the introduction once the body of the essay is fully developed. This approach allows for a more cohesive and comprehensive introduction, aligning closely with the content and structure of the essay.

#### 4. Body of the Essay

The central focus of the research lies in the body of the essay, where students present their arguments and findings. What it looks like may vary depending on the subject, but as this section unfolds, it should be evident to the reader which relevant evidence has been found, where and how it was discovered, and how it bolsters the overall argument. Subheadings within the main body can aid both reader comprehension and student organisation.

In organising their Extended Essay, students must adhere to the expected conventions of their registered subject. Once the main body is complete, attention can be turned to finalising the introduction, which sets the reader's expectations, and the conclusion, which encapsulates the achievements while acknowledging any limitations or unresolved questions.

Crucially, any information vital to the argument must not be relegated to appendices or footnotes/endnotes. Examiners do not review these supplementary materials, so an essay lacking completeness within itself risks compromising across the assessment criteria.

#### 5. Conclusion

The conclusion encapsulates the achievements made throughout the essay, highlighting any limitations encountered and addressing any lingering questions left unresolved. While students may draw conclusions periodically based on their findings, it is imperative to provide a final, comprehensive conclusion at the end. This conclusion must directly correlate with the research question posed, offering a summative reflection on the entirety of the essay's exploration.

#### 6. Bibliography (References)

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

Students should start using APA style for citations and references as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document [Effective Citing and Referencing](#).

## APA Style Guide

The citation style adopted by St. Nicholas Alphaville comes from the American Psychological Association (APA) and the official publication is named *Publication Manual* (7th Edition) (American Psychological Association, 2020). The school library possesses the official guide published by the APA, and we also recommend as a digital reference resource the [PURDUE OWL online guide](#). The minimal requirements for citation and references are summarised in the [IB Effective Citing and Referencing](#).

The following section outlines some of the major features of this citation style and provides examples.

### General Formatting Rules

- The essay should be **double spaced** (set to 2.0 spacing), **left-aligned**, on standard size A4 paper (21.0 x 29.7 cm). It must contain margins set to 2.54 cm (1 inch) **on all sides**.
- All pages of the essay should have a page number inserted in the top right corner as a header.
- Each paragraph should have an indent on the first line of 1.27 cm (0.5 inches). Use the tab button and do not add any additional spaces after the paragraph.
- The font should be **accessible and legible**, and it must be **consistent** throughout the paper (meaning, students should only use one font in the essay and not mix different fonts). Recommended fonts include 11-point Calibri, 11-point Arial, and 12-point Times New Roman.

### In-Text Citations

In-text citations are found **within the text itself** (as opposed to the References which come at the end). They are important because they direct the reader to the original author(s) of the source being used. They follow the author-date format.

In-Text Citation Common Examples	
<b>One author:</b> write the author's surname.	According to <b>Smith (2022)</b> the effects of climate change are becoming increasingly evident.

	<p><b>Johnson (2019)</b> discussed the impact of globalisation on local economies.</p> <p>"Social media use is significantly correlated with feelings of loneliness," (<b>Lee, 2020, p. 5</b>).</p> <p><b>Smith (2020)</b> argued, "Renewable energy sources are essential for sustainable development" (<b>p. 33</b>).</p>
<p><b>Two authors:</b> write the authors' surnames using "and" (in text) or &amp; (in parentheses)</p>	<p>"The study concluded that early intervention is crucial for addressing childhood obesity" (<b>Smith &amp; Johnson, 2017, p. 15</b>).</p> <p>According to <b>Brown and Lee (2020)</b>, "The findings suggest that sleep quality is linked to overall well-being" (<b>p. 7</b>).</p> <p><b>Smith and Brown (2019)</b> argued that access to education should be a fundamental right for all children.</p>
<p><b>Three or more authors:</b> Write the lead author's surname and "et al."</p>	<p>"The research findings suggest that 'teamwork is essential for achieving organisational goals'" (<b>Jones et al., 2019, p. 25</b>).</p> <p>According to <b>Smith et al. (2021)</b>, technology integration enhances student learning outcomes.</p> <p><b>Jones et al. (2017)</b> argue that 'empathy plays a crucial role in building positive relationships'" (<b>p. 15</b>).</p>



## References

References are a list of all the sources used in the Extended Essay. They provide information for examiners on where to find the sources. In the reference list, **students must only include the sources that were used in the text of the essay**. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment, but they **should not** appear in the reference list at the end of the essay.

In APA style, references include the **author's name, publication year, title of the work**, and other details depending on the source type. The following table covers the formatting for referencing the most common types of sources:

Source Type	Reference Model and Examples
<b>Printed Sources</b>	
Books	<p><b>Basic Form</b></p> <p><b>Author, A. A. (Year of publication). <i>Title of work: Capital letter also for subtitle.</i> Publisher Name.</b></p> <p><b>Style Rules</b></p> <ul style="list-style-type: none"> <li>• All authors' names should be inverted (i.e., last names should be provided first).</li> <li>• Year of publication is written between parentheses.</li> <li>• Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors. Separate each author's initials from the next author in the list with a comma. Use an ampersand (&amp;) before the last author's name. If there are 21 or more authors, use an ellipsis (but no ampersand) after the 19th author, and then add the final author's name.</li> <li>• Capitalise only the first letter of the first word of the title and subtitle, the first word after a colon or a dash in the title, and proper nouns.</li> <li>• Title is italicised.</li> </ul>

	<p><b>Examples</b></p> <p>Smith, J. (2005). <i>The art of research: A guide for students</i>. Penguin House.</p> <p>Anderson, T., Lewis, J., &amp; Turner, R. (2018). <i>Introduction to psychology</i>. Wiley.</p> <p>Johnson, R., &amp; Brown, S. (2012). <i>The basics of chemistry</i>. Springer.</p> <p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA.</p>
Articles in Periodicals	<p><b>Basic Form</b></p> <p><b>Author, A. A., Author, B. B., &amp; Author, C. C. (Year). Title of article. Title of Periodical, volume number(issue number), pages.</b></p> <p><a href="https://doi.org/xx.xxx/yyyy">https://doi.org/xx.xxx/yyyy</a></p> <p><b>Style Rules</b></p> <p>The same rules applied for Books apply for articles in periodicals, with the addition of the following:</p> <ul style="list-style-type: none"> <li>• The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicised.</li> <li>• If a DOI has been assigned to the article, it should be included after the page numbers.</li> </ul> <p><b>Examples</b></p> <p>Smith, J. (2017). The effects of climate change on biodiversity. <i>Environmental Science Journal</i>, 15(3), 102-115. <a href="https://doi.org/10.1080/12345678.2017.1234567">doi:10.1080/12345678.2017.1234567</a></p> <p>Anderson, T., Lewis, J., Turner, R., &amp; Parker, S. (2020). The role of exercise in promoting mental well-being. <i>Journal of Psychology and Health</i>, 35(2), 89-102. <a href="https://doi.org/10.1080/12345678.2020.12345674">doi:10.1080/12345678.2020.12345674</a></p> <p>Johnson, R., &amp; Brown, S. (2019). The impact of social media on adolescent mental health. <i>Journal of Adolescent Health</i>, 25(4), 56-67. <a href="https://doi.org/10.1016/j.jadohealth.2018.12.001">doi:10.1016/j.jadohealth.2018.12.001</a></p>

<p>Magazine Article</p>	<p><b>Basic Form</b></p> <p><b>Author, A. A. (Year, Month Day). Title of the article. <i>Title of the Magazine, Volume(Issue), Page numbers.</i></b></p> <p><b>Style Rules</b></p> <p>Same rules as above, with the exemption of the date: You should inform the month and day of publication as well as the year. If only the year is available, that is all that will be included.</p> <p><b>Examples</b></p> <p>Smith, J. (2018, June 15). How to stay fit during the summer. <i>Fitness Magazine, 20(6), 36-40.</i></p>
<p>Newspaper Article</p>	<p><b>Basic Form</b></p> <p><b>Author, A. A. (Year, Month Day). Title of the article. <i>Title of the Newspaper, Page numbers.</i></b></p> <p><b>Style Rules</b></p> <p>Same rules as magazine articles.</p> <p><b>Examples</b></p> <p>Johnson, R. (2020, January 5). Global economy outlook for the new year. <i>The New York Times, A1.</i></p>
<p><b>Electronic Sources</b></p>	
<p>Electronic Books and Articles</p>	<p><b>Style Rules</b></p> <p>The same rules apply as the print versions, with the addition of the URL at the end, if applicable.</p> <p><b>Examples</b></p> <p>Johnson, R. (2020). <i>Introduction to Economics</i> [E-book version]. Pearson. <a href="https://www.example.com/intro-to-econ-ebook">https://www.example.com/intro-to-econ-ebook</a></p> <p>Johnson, R. (2021). Effects of mindfulness meditation on stress</p>

	<p>reduction. <i>Journal of Health Psychology</i>, 30(2), 45-56. <a href="https://www.example.com/mindfulness-meditation-stress-reduction">https://www.example.com/mindfulness-meditation-stress-reduction</a></p> <p>Smith, J. (2020, September 10). Tips for effective time management. <i>The Balance Careers</i>. <a href="https://www.example.com/effective-time-management-tips-2063778">https://www.example.com/effective-time-management-tips-2063778</a></p> <p>Smith, J. (2021). <i>The Art of War</i> [Audiobook]. Audible Studios. <a href="https://www.audible.com/the-art-of-war-audiobook">https://www.audible.com/the-art-of-war-audiobook</a></p>
Website	<p><b>Basic Form</b></p> <p><b>Author, A. A. (Year, Month Day). Title of the webpage. <i>Title of the Website</i>. URL</b></p> <p><b>Style Rules</b></p> <p>They follow the same rules as above, with the website name coming after the title of the webpage, and italicised.</p> <p>If the webpage does not have a specific author, start the reference with the title of the webpage.</p> <p>If the webpage has no publication date, use "n.d." (no date) instead.</p> <p><b>Examples</b></p> <p>Smith, J. (2022, April 25). How to care for indoor plants. <i>Gardening Tips</i>. <a href="https://www.example.com/care-for-indoor-plants">https://www.example.com/care-for-indoor-plants</a></p> <p>How to start a small business. (n.d.). <i>Entrepreneurship Hub</i>. <a href="https://www.example.com/start-small-business">https://www.example.com/start-small-business</a></p> <p>World Health Organization. (2022, August 15). COVID-19 vaccination updates. <i>WHO</i>. <a href="https://www.example.int/emergencies/disease/novel-coronavirus-2019/covid-19-vaccination">https://www.example.int/emergencies/disease/novel-coronavirus-2019/covid-19-vaccination</a></p> <p>Johnson, R. (n.d.). Tips for effective time management [Blog post]. <i>Time Management Tips Blog</i>. <a href="https://www.example.com/effective-time-management-tips">https://www.example.com/effective-time-management-tips</a></p>
Audiovisual Media	<p><b>Film:</b> Director, A. A. (Director). (Year of Publication). <i>Title of the film</i> [Film]. Production Company.</p>

Spielberg, S. (Director). (1993). *Jurassic Park* [Film]. Universal Pictures.

**Foreign (Non-English) Film:**

Director, A. A. (Director). (Year of Publication). *Original title of the film* [translated title] [Film]. Country of Origin: Production Company.

Kurosawa, A. (Director). (1954). 七人の侍 [Seven Samurai] [Film]. Japan: Toho Company.

Herzog, W. (Director). (1972). *Aguirre, der Zorn Gottes* [Aguirre, the Wrath of God] [Film]. Germany: Werner Herzog Filmproduktion.

**Television Episode:**

Writer, A. A. (Writer), & Director, A. A. (Director). (Year of broadcast). Title of the episode (Season Number, Episode Number) [Television series episode]. In A. A. Executive Producer (Executive Producer), *Title of the TV Series*. Production Company. Example:

Kaling, M. (Writer), & Novak, B. J. (Director). (2009). Diversity Day (Season 1, Episode 2) [Television series episode]. In G. Daniels (Executive Producer), *The Office*. NBC.

**YouTube Video:**

Person or group who uploaded video. (Year, Month Day). *Title of the video* [Video]. *Title of the Website*. URL

TED. (2006, January 6). Do schools kill creativity? [Video]. *YouTube*. <https://www.youtube.com/watch?v=iG9CE55wbtY>

National Geographic. (2018, June 12). Secrets of the ocean floor [Video]. *YouTube*. <https://www.youtube.com/watch?v=ABCD1234>

**Podcast Episode:**

Executive Producer, A. A. (Executive Producer). (Year, Month Day). *Title of the episode* [Audio podcast]. *Title of the Podcast*. URL

Gates, B. (Executive Producer). (2022, March 25). The future of clean energy [Audio podcast]. *Bill Gates' Podcast*. <https://www.billgates.com/podcast/episode-12>

# Academic Integrity

When working on the Extended Essay, research practices must align with the principles of academic honesty. This entails accurately attributing quotations, ideas, and viewpoints to their respective sources through citations, whether in-text or in footnotes. Additionally, providing comprehensive references in the bibliography is essential.

Developing the skill to produce accurate citations and references is integral to the Extended Essay writing process. Proper documentation enables readers to assess the evidence independently and demonstrates the student's appreciation of the significance of their sources. Non-compliance with these standards constitutes academic misconduct and may result in disciplinary action as per IB regulations.

Students should refer to the [IB Academic Integrity Policy](#) as well as the [St. Nicholas Alphaville Academic Integrity Policy](#).

## Use of AI

In compliance with [IB Standards](#) (International Baccalaureate, 2023), the use of Artificial Intelligence (AI) Technology is allowed during the research and writing process of the Extended Essay. However, such uses must be ethically justified and compliant with the previously mentioned Academic Integrity Policies.

Students who use information retrieved from AI tools, such as ChatGPT, without proper citation, are effectively attempting to pass off that information as their own, which constitutes plagiarism.

If there is any suspicion of academic misconduct those concerns should be reported to the Extended Essay Coordinator, who will act in accordance with the school's policy. The school has an obligation to report cases of academic misconduct to the IB, and such reports will be taken into consideration when evaluating student work.

If there is any confusion about what constitutes an unethical use of AI, students are expected to seek clarification with the Extended Essay Coordinator or their Supervisor before proceeding with their work.

## Reflection in the Extended Essay

Reflection within the Extended Essay is focused on the *process* and the *research focus*. Students are expected to talk about their decision-making process, how they approached challenges and adjusted accordingly, their personal engagement and the evolution of their thought process and conceptual understandings. Reflections that are mostly descriptive are unlikely to be awarded high marks on Criterion E.

The reflection serves as a record of how students' ideas evolved and what they discovered while researching. It also explains why certain decisions were made and showcases the skills developed throughout the process. Successful reflection demonstrates how students have grown intellectually and personally and how they've shown initiative and creativity. The depth of reflection shows how engaged students were in the learning process, and highlights the skills they've gained, like critical thinking, decision-making, research, planning, citing sources, using specific research methods, and managing their time.

Reflection is formally documented on the "[Reflections on planning and progress form](#)" (RPPF) and assessed under criterion E (engagement). This form is filled out during three mandatory reflection sessions students undertake with their Supervisors. The expectations for the different reflection sessions are listed in the table below.

<p><b>First reflection session</b></p>	<p>The first reflection session happens early on in the process after students have been assigned a Supervisor and have had the opportunity to discuss their ideas. Students should outline their ideas regarding the topic, what preliminary research they have already conducted, the research question they have in mind, how they plan to tackle the research process, and what led them to choose that particular subject and topic.</p> <p>Students are also encouraged to bring notes they have made in their Researcher's Reflection Space (RRS) for discussion with their Supervisors.</p>
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<p><b>Interim reflection session</b></p>	<p>The interim reflection session happens at the end of Grade 11, by which point students are expected to be well underway with the research and in the process of writing the first draft of their essay.</p> <p>The general expectation is that students are able to demonstrate the evolution of their process and comment on any challenges they might have faced and solutions encountered to solve them.</p> <p>If any changes were made to the topic, subject or the methodology of the essay since the first reflection session, these changes should be described here and given proper reasoning and thought. <b>What is written for the first reflection session should remain the same without any changes made to it.</b></p>
<p><b>Third reflection session (Viva Voce)</b></p>	<p>The final reflection session, known as the <i>Viva Voce</i>, happens <i>after</i> the Extended Essay has been submitted to the IB and no more changes can be made to it.</p> <p>It takes the form of an interview conducted by the Supervisor where the student has the opportunity to reflect on the process as a whole and how the completion of the essay has impacted their learning.</p> <p>The Viva Voce is also meant to be a celebration of the achievements of the students and the personal significance of their work.</p>

When completing the RPPF, students and Supervisors must keep in mind that it has a **500-word limit, which is for all three sessions combined**. This means that the written reflections are meant to be succinct, ideally in a single paragraph or two.

A blank or unsubmitted RPPF will result in a score of 0 for criterion E, which evaluates students' engagement in their Extended Essay (Extended Essay) process.



Representing 18% of the total grade, Criterion E holds significant weight in the overall assessment.

It's crucial to emphasise that examiners seek to understand students' cognitive processes throughout their Extended Essay journey. Criterion E specifically evaluates students' involvement with their research focus and the research process. Scoring high in criteria A-D doesn't guarantee a high score in Criterion E. Even students who faced challenges with their Extended Essay can excel in Criterion E by demonstrating their learning, understanding of the research process, challenges encountered, and personal development.

Examiners closely examine the RPPF alongside the Extended Essay to discern the student's voice in their reflections. Once students record their reflections on the RPPF, they should refrain from making retrospective changes. Such alterations can compromise the authenticity of the reflection and obscure the developmental insights examiners seek.

## Researchers Reflection Space (RSS)

The utilisation of the RRS is highly recommended by the IB. It can be compared to the process journal used during the completion of the Personal Project during Grade 10. It not only supports learning, critical analysis, and evaluation but also cultivates essential skills and competencies vital for pathways beyond the Diploma Programme. The RRS functions as a personalised learning environment, whether physical or virtual, wherein students can document reflections on their readings, writings, and thoughts. Its use aids in preparation for reflection sessions with Supervisors, enabling students to:

- Document reflections.
- Record artefacts such as photos, newspaper clippings, social media feeds, and blogs.
- Address prompts and questions arising from their subject areas, TOK classes, or other aspects of the Diploma Programme.
- Create Mind Maps.
- Record emerging questions.

## Supervision Process

For students to excel in the Extended Essay, they will have the assistance of a Supervisor who will be helping them throughout the research and writing process. The supervision component consists of 3–5 recommended hours. This involves three formal reflection sessions between the student and the Supervisor, along with regular check-in sessions for guidance and support.

It is important to stress that the Extended Essay is an **independent** task undertaken by the student and therefore neither the Supervisor nor the Extended Essay Coordinator are expected to do things such as correct grammar and spelling, list sources for students, suggest changes to the text of the essay, format the essay, or any other activity that would compromise the academic integrity of the essay. The Extended Essay is the student's own work and it must not contain overbearing influence from any external source. The role of the Supervisor is to guide the student through the process, and offer academic support when appropriate.

The Supervisor must be a faculty member at St. Nicholas School Alphaville. As any faculty member that possesses specialised knowledge in the particular area students are investing in could be a Supervisor, students should be open to collaborating with someone unfamiliar to them.

The Supervisors are going to be assigned to each student based primarily on the subject and topic choice the student has made, and the availability of each teacher (i.e. how many classes they are teaching that term and how many other students have already been assigned to them). Additionally, be aware that the IB allows students to consult with external mentors who have relevant experience with the research topic, but even in such cases students must still work with a Supervisor at the school.

## Check-in Sessions

Check-in sessions provide additional opportunities for students to connect with their Supervisor outside of the formal reflection sessions. The frequency and duration of these meetings are flexible and should suit individual student and Supervisor needs. These sessions can range from brief 10-minute check-ins to address specific queries or concerns, to more extensive discussions. Although not part of the formal reflection process, these sessions are integral to the overall supervision process and it is recommended that students take notes during these meetings.

Students are expected to always schedule these ahead of time with their Supervisors, to ensure that there is no disruption to their teaching and planning times. The check-in sessions should ideally be scheduled during break and lunch periods, however students may also schedule them during class periods, provided they have permission from their teacher.

## Formal reflection sessions

Formal reflection sessions are mandatory and should be documented on the Reflections on Planning and Progress Form (RPPF). They ideally last between 20–30 minutes. The focus lies on reviewing progress to date and establishing clear objectives for advancing the research process. Preparation is key for these sessions, and the general expectations for each can be found in the “Reflection in the Extended Essay” section of this document.

The formal reflection sessions will be scheduled ahead of time by the Extended Essay Coordinator and communicated to all involved. If students are unable to attend them they are expected to communicate that to the Coordinator ahead of time so adjustments can be made.

## Grade descriptors

The Extended Essay is externally assessed, and as such Supervisors are not expected to mark the essay. However, the IB requires the school to submit a predicted grade for each student. These predicted scores should be based on the grade descriptors available in the Extended Essay Guide, which are shown in the table below.

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

reading of the essay; present and correctly applied structural and layout elements.

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

### Grade B

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

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

### Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that

occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an 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; 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

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 summarising of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; 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.**

[\(International Baccalaureate, 2016, p. 102-103\)](#)

## Roles and responsibilities

### Extended Essay Coordinator

The Extended Essay Coordinator assumes a pedagogical leadership role within the school, offering vital support and guidance to students and Supervisors to ensure the successful completion of the Extended Essay. Their responsibilities include overseeing adherence to IB policies and procedures, ensuring all stakeholders are well-informed about requirements, and facilitating access to appropriate resources. The Extended Essay Coordinator is required to:

#### Supporting Students

- Offer guidance and support throughout the entire process.
- Conduct regular sessions to ensure students grasp the task and develop essential skills for completing the Extended Essay effectively.
- Ensure students understand both the general and the subject-specific assessment criteria.
- Ensure students understand the policies related to the Extended Essay.
- Create a curriculum centred around research and literacy skills, such as citation, referencing, academic writing, and maintaining academic integrity.
- Assist students in creating a dedicated space for reflection on their research.
- Ensure students choose an approved DP Subject for their essay and that it is submitted in the correct category.
- Set internal deadlines for the Extended Essay.
- Ensure students have access to appropriate resources.

### **Supporting Supervisors**

- Design training programs for Supervisors regarding the Extended Essay requirements.
- Ensure Supervisors have access to necessary resources to aid students throughout the essay process.
- Manage the student-Supervisor ratio to allow sufficient time for individualised student support.
- Provide Supervisors with recent Extended Essay examiner's reports.
- Ensure Supervisors are able to appropriately conduct the three mandatory reflection sessions.
- Address any concerns Supervisors may raise regarding student work, particularly those related to academic integrity.

### **Extended Essay Supervisor**

Each student undertaking the Extended Essay must be guided in the process by a Supervisor, who must be a qualified staff member. The Supervisor plays a crucial role in guiding and supporting students throughout the Extended Essay process. Supervisors are required to:

- Ensure students understand both the general and the subject-specific assessment criteria.
- Provide consistent guidance through regular check-ins and the mandatory reflection sessions.
- Assist in selecting a topic and formulating a clear research question.
- Collaborate with the Extended Essay Coordinator/Librarian to advise on research methodology, sourcing credible information, and proper citation.
- Monitor adherence to school-set deadlines.
- Read the Extended Essay examiner's reports and use them to advise students on the best course of action.
- Read and comment on one completed draft only of the Extended Essay.
- Submit a predicted score to the Extended Essay Coordinator.
- Complete the Supervisor's report on RPPF.

Supervisors must strike a balance between supporting students' work and avoiding excessive intervention that might compromise the task's independent nature. Any suspicions regarding academic integrity violations should be promptly reported to both the Extended Essay Coordinator and Diploma Programme Coordinator for appropriate action.

## **Student**

Students undertaking the Extended Essay are expected to:

- Work independently on their research.
- Acknowledge all sources used in their work.
- Uphold all of the rules and regulations regarding the Extended Essay, especially as they relate to academic honesty.
- Meet the deadlines set out by the Extended Essay Coordinator.
- Consistently meet with their Supervisors for check-in sessions, and attend the three mandatory meetings.
- Read the assessment criteria.

## Frequently Asked Questions

### What should the word count be?

The maximum word count is 4,000 words for the Extended Essay, and 500 words for the Reflections on Planning and Progress Form. If students exceed the word limit, examiners are instructed to ignore what they have written after the 4,000-word mark for the essay, and after the 500-word mark for the RPPF. This means that something like the conclusion could be entirely ignored for assessment purposes, which greatly impacts the evaluation of each criterion.

Please note that the following elements are **not included in the word count for the essay**: Contents page, Maps, Charts, Diagrams, Annotated illustrations, Tables, Equations, Formulas, Calculations, Citations or References (whether parenthetical, numbered, footnotes or endnotes), Bibliography, Reflections on planning and progress form, Headers.

### How is the Extended Essay submitted to the IB?

The Extended Essay will be digitally uploaded to the IB by the school alongside the Reflections on Planning and Progress Form (RPPF). Personal identifying details from the student, Supervisor or school will *not* be submitted alongside the Extended Essay.

### What support can I expect from my Supervisor?

The Supervisor is expected to guide the student through the process and assist them in narrowing down on a specific topic, coming up with an appropriate research question, researching the topic and using appropriate methods, among other things. Supervisors will also comment on a single draft of the Extended Essay and submit them back to students for changes. After commenting on this single draft, Supervisors do not see the essay again until it is time for submission.

### Where can I see the deadlines?

Students may consult the calendar included in this document, as well as the DP Calendar. Additionally, important deadlines will be communicated ahead of time by the Extended Essay Coordinator.



### **What happens if I don't meet the deadlines?**

The Extended Essay Coordinator will make a note of students who are consistently failing to meet the deadlines and choose an appropriate course of action or intervention. Keep in mind that the deadlines are set in order to give everyone appropriate time to complete the Extended Essay and failing to meet them will impact the work and consequently the grade.

### **How do I choose a subject?**

Students must write the Extended Essay within one of the six subjects that they are enrolled in for the DP. Students are advised to choose a subject that they are truly passionate about, and that they are interested in pursuing at a university level. If students are having trouble deciding on a subject, it's a good idea to read the guides for each potential subject and to talk through their options with the Extended Essay Coordinator.

### **How do I choose a topic?**

Students should focus on choosing a subject first and then doing some preliminary research and literature review of that subject. This process allows students to come in contact with specific topics that they might want to investigate in depth. If students are having trouble narrowing down to one specific topic, Supervisors can give some suggestions as well, although ultimately it is entirely the student's decision what their essay will be about.

### **How do I write a research question?**

In general, good research questions are those that are clear and focused, with an obvious correlation with the topic of the essay. The Extended Essay Coordinator will give students specific guidance on best practices when it comes to research questions for the Extended Essay.

### **Where can I search for my sources?**

In general, the IB expects students to use scholarly sources, such as journal articles, scientific magazines, books and textbooks. Students have access to virtual sources (such as JSTOR) and a well stocked physical library. The Librarian will provide specific guidance on using sources for the Extended Essay.

## Which documents do I consult for rules, guidelines and best practices?

The IB Extended Essay Guide, as well as the Academic Honesty and Effective Citing and Referencing documents. Additional resources, guides, Extended Essay exemplars, among others will be made available to DP Students by the Extended Essay Coordinator.

## Extended Essay Calendar

Timeframe	Student Tasks/Goals	Support
<b>Year 1 (Grade 11)</b>		
<b>August - September</b>	<ul style="list-style-type: none"> <li>• Introduction to the Extended Essay.</li> <li>• Assessment criteria.</li> <li>• Academic research.</li> <li>• Use library and online databases.</li> <li>• Referencing and citations.</li> <li>• Evaluation of sources of information.</li> <li>• Note-taking and organisation skills.</li> </ul>	<b>Extended Essay Coordinator/Librarian to conduct sessions to support students.</b>
<b>October</b>	<ul style="list-style-type: none"> <li>• Literature review.</li> <li>• Research question.               <ul style="list-style-type: none"> <li>○ Criteria for selecting a research question.</li> <li>○ Narrowing down and refining a research question.</li> <li>○ Create a preliminary research question.</li> <li>○ Reflect on the significance of this step.</li> </ul> </li> </ul>	<b>Extended Essay Coordinator session on gathering primary and secondary sources.</b>  <b>Extended Essay Coordinator sessions on research question.</b>
<b>November</b>	<ul style="list-style-type: none"> <li>• Feasibility/Viability report.</li> </ul>	<b>Extended Essay</b>

	<ul style="list-style-type: none"> <li>• Student Undertaking Form.</li> <li>•</li> <li>• Proposed Subject and Topic Form.</li> <li>• Setting research objectives and methodology.</li> </ul>	<b>Coordinator session on how to craft research proposals and research hypotheses.</b>
<b>December</b>	<ul style="list-style-type: none"> <li>• Issuing of Supervisory lists to students.</li> <li>• Subject-specific assessment criteria.</li> </ul>	<b>Extended Essay Coordinator session on Assessment Criteria.</b>
<b>February</b>	<ul style="list-style-type: none"> <li>• Students meet with allocated Supervisors.</li> <li>• Students have initial check-in sessions with Supervisors (10-20 minutes).</li> <li>• Ethical considerations in research.</li> <li>• Research Readiness Form.</li> </ul>	<b>Support for Supervisors on points to be covered in check-in sessions.</b>
<b>March</b>	<ul style="list-style-type: none"> <li>• First reflection session (RPPF)</li> </ul>	<b>Support for staff on first reflection goals and procedures.</b>
<b>April</b>	<ul style="list-style-type: none"> <li>• Writing Readiness Form.</li> <li>• Extended Essay Outline.</li> </ul>	<p><b>Extended Essay Coordinator session on developing an outline.</b></p> <p><b>Extended Essay coordinator session on formatting and presentation requirements.</b></p>
<b>May - June</b>	<ul style="list-style-type: none"> <li>• Writing process: drafting and revising.</li> <li>• Peer review and feedback.</li> <li>• Proofreading and editing.</li> <li>• Ensure bibliography follows style conventions.</li> <li>• Second reflection session (RPPF).</li> </ul>	<p><b>Extended Essay Coordinator session on academic integrity.</b></p> <p><b>Extended Essay Coordinator to organise Extended Essay Café.</b></p>

Year 2 (Grade 12)		
<b>August</b>	<ul style="list-style-type: none"> <li>• Students submit complete First Draft.</li> <li>• Reflection on the research process.</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>• Supervisors to read and provide comments on submitted First Drafts.</li> </ul>	<b>Support for Supervisors on assessment criteria.</b>
<b>October - November</b>	<ul style="list-style-type: none"> <li>• Students work on their original drafts with the aim of producing the final version.</li> <li>• Students assess personal growth and development.</li> </ul>	
<b>December</b>	<ul style="list-style-type: none"> <li>• Final version of the Extended Essay to be submitted to the IB.</li> <li>• Third and Final Reflection Session (Viva Voce)</li> </ul>	<b>Extended Essay Coordinator session on Viva Voce.</b>

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