1. Introduction

Welcome to IB Diploma Extended Essay Guide. This guide has been created to help you with the process of writing your essay. The guide should be read and used in conjunction with the assessment criteria Extended Essay booklet that you can find in Managebac.

2. The Nature of the Extended Essay

The Extended Essay is defined as an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of your chosen subjects. Its purpose is to provide candidates with an opportunity to engage in independent research under the guidance of a supervisor (a teacher in the school/teaching you). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The completion of the essay will be followed by a short, concluding interview, or viva voce, with the supervisor.

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

The Extended Essay is a core component of the IB Diploma programme and lies at the heart of the IB Diploma circle. It is an integral compulsory component for candidates who wish to attain the full IB Diploma. But, as of August 2013, it can also be undertaken as a separate award in conjunction with IB Diploma Subject Courses.
The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
3. WHY IS THE IB EXTENDED ESSAY IMPORTANT TO YOU?

The Extended Essay gives “opportunity to investigate an area of special interest.” This is therefore your chance to pursue an area or question that is of particular interest to you.

It is also very useful for university applications where it provides differentiation between applicants with similar grades. It is to some extent, important for students to choose a career-relevant title. It could well serve as the interview basis – especially at universities in the US where a course-related Extended Essay could make all the difference.

Related to this, the Extended Essay can be used for deepening knowledge of a particular subject. It could be advisable therefore that students choose the extended essay from an HL subject to undertake university choice titles, but this is not essential.

The Extended Essay is one of the core requirements for the Diploma along with TOK and CAS. You cannot pass the Diploma without obtaining a minimum requirement of a D grade or above (please see grading matrix below). An E grade in either EE or TOK is an automatic failing condition in the Diploma.

4. WHAT IS THE IB EXTENDED ESSAY?

- It is an essay of 4000 words.
- It is compulsory for all full Diploma Programme students.
- It is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- It is a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school.
- It is chosen from the list of approved Diploma Programme subjects, published in the Handbook of procedures for the Diploma Programme.
- It is presented as a formal piece of scholarship containing no more than 4,000 words.
- It is the result of approximately 40 hours of work by the student.
- It is concluded with a short interview, or viva voce, with the supervising teacher (recommended).

It should be the result of approximately 40 hours of work by the student. Remember to keep it in perspective: it is an important part of your IB Diploma programme but you only need to spend on average ONE hour per week on it. Once started, we recommend you set aside a period of three to four hours every two weeks. Establish a routine.
5. WHAT SUBJECTS ARE AVAILABLE FOR THE EXTENDED ESSAY?

The availability of subjects to choose from is limited to those subjects that can be supervised by qualified teachers with experience in that subject.

**Group 1**
- English A Language and Literature
- Arabic A Language and Literature

**Group 2**
- English/Arabic B

**Group 3**
- Business & Management
- Psychology
- Geography

**Group 4**
- Biology
- Chemistry
- Physics

**Group 5**
- Mathematics

6. HOW DO I PREPARE THE ESSAY?

6.1 THE RESEARCH PROCESS

Owing to the diversity of subjects and the different approaches to research, this guide does not offer detailed advice on the methods and skills of research. However, a systematic process, shaped by the nature of the subject, it is essential to generate and gather information and ideas that can be used to develop a convincing answer to the specified research question.

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

1. **Choose the approved Diploma Programme subject** for the extended essay.

The subject chosen for the Extended Essay must be one of the subjects being studied by the candidate for the Diploma, but care should be taken to choose a subject in which the candidate has sufficient knowledge and skills. Candidates should also base the choice of subject on the level of personal interest they have in that particular subject.

It is also to be remembered that whatever subject and/or topic is chosen, it must not contain any repetition of what material has been covered in class. For example, you
cannot do an Extended Essay on the material you are using in your Psychology Internal Assessment.

Make sure you read the assessment criteria and the relevant subject guidance.

2. Choose a topic.

Candidates should aim to choose a topic that is both interesting and challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject.

3. In conjunction with your supervisor formulate a well-focused research question.

4. Plan the investigation and writing process.
   - Identify how and where you will gather material.
   - Identify which system of academic referencing you will use, appropriate to the subject of the essay (an example is attached).
   - Set your own deadlines to ensure you meet the school deadlines. Use Managebac to help you with this.

5. Plan a structure (outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction.

6. Undertake some preparatory reading.

7. Carry out the investigation.
   - The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will you know whether you have enough evidence for each stage of the argument so that you can proceed to the next.
   - Be prepared for things to go wrong. You may discover something later in the investigation that undermines what you thought had been established earlier on. If this happens speak to your supervisor and revise your plan.
6.2 **Writing the Extended Essay**

The structure of the essay is very important. This is what helps you organize the argument, making best use of the evidence gathered.

The required elements of the final work to be submitted are listed here. More detail about each element are given in the “Formal Presentation of the Extended Essay” section. The order in which they are presented are not the order in which they are written.

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

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but, as the argument develops, it should be clear to the reader what relevant evidence has been discovered and how it supports the argument. In most subjects, sub-headings within the main body of the essay will help the reader to understand the argument and help to keep you on track.

Once the main body is complete, it is possible to finalize the introduction and the conclusion.

The abstract is normally written last. (this is the summation of the work).

7 **Formal Presentation of the Extended Essay**

7.1 **The length of the extended essay**

The upper limit is 4000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations but does not include:

- The abstract
- Acknowledgements
- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical or numbered)
- Footnotes or endnotes
- The bibliography
Appendices

Essays containing more than 4000 words are subject to penalties and examiners are not required to read beyond the limit.

7.2 Title

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

7.3 Abstract

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay.

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

- The research question being investigated
- The scope of the investigation
- The conclusion(s) of the extended essay

The abstract should be word processed on one side of a sheet of paper, and placed immediately after the title page.

7.4 Contents Page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

7.5 Illustrations

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

7.6 Bibliographies, References and Citations

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

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

What is a bibliography?
A bibliography is an alphabetical list of every source used to research and write the essay.
What is a reference?
A reference is a way of indicating to the reader, in an orderly form, where the information has been obtained. References can come from many different sources, including books, magazines, newspaper, e-mails, Internet sites and interviews.

Why must you include a bibliography and references in your work?

- You need to identify the written, audio, visual and electronic sources of information referred to in your work.

- If you claim someone else’s words as your own, you have committed a serious offence known as plagiarism. **If you plagiarise you will face a review board that may result in your IB Diploma being withdrawn or withheld. BEWARE:** It is very easy for sources to be traced.

- Others may wish to use your work in the future and may wish to research further using the same sources as you. They do, therefore need to know what those sources are.

- Knowing where sources come from may help to identify any bias.

8. **HOW THE EXTENDED ESSAY IS ASSESSED?**

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 36. Make sure that you don’t miss out on any easy points simply because you haven’t read the assessment criteria thoroughly enough.

<table>
<thead>
<tr>
<th>A</th>
<th>Research question</th>
<th>/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Introduction</td>
<td>/2</td>
</tr>
<tr>
<td>C</td>
<td>Investigation</td>
<td>/4</td>
</tr>
<tr>
<td>D</td>
<td>Knowledge and understanding of the topic studied</td>
<td>/4</td>
</tr>
<tr>
<td>E</td>
<td>Reasoned argument</td>
<td>/4</td>
</tr>
<tr>
<td>F</td>
<td>Application of analytical and evaluative skills appropriate to the subject</td>
<td>/4</td>
</tr>
<tr>
<td>G</td>
<td>Use of language appropriate to the subject</td>
<td>/4</td>
</tr>
<tr>
<td>H</td>
<td>Conclusion</td>
<td>/2</td>
</tr>
<tr>
<td>I</td>
<td>Formal presentation</td>
<td>/4</td>
</tr>
<tr>
<td>J</td>
<td>Abstract</td>
<td>/2</td>
</tr>
<tr>
<td>K</td>
<td>Holistic judgment</td>
<td>/4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>/36</td>
</tr>
</tbody>
</table>

Once the external examiner has read the essay, they will award a mark out of 36 and grade it according to the following grade boundaries:
The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

<table>
<thead>
<tr>
<th>Theory of Knowledge</th>
<th>Excellent A</th>
<th>Good B</th>
<th>Satisfactory C</th>
<th>Mediocre D</th>
<th>Elementary E</th>
<th>Not submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>FC</td>
<td>N</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>FC</td>
<td>N</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>FC</td>
<td>N</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>FC</td>
<td>N</td>
</tr>
<tr>
<td>Elementary E</td>
<td>FC</td>
<td>FC</td>
<td>FC</td>
<td>FC</td>
<td>Failing condition</td>
<td>N</td>
</tr>
<tr>
<td>Not submitted</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

Notes
1) If you fail to submit an Extended Essay, you are given an “N”.
2) Failing Condition (FC)*: An “E” in either TOK or the Extended Essay is a failing condition.
3) An “N” in any subject, including TOK, means you will not be awarded a diploma.
9. **Extended Essay Assessment Criteria CHECKLIST**

**A The Research Question:** (2 possible points)

---------is clearly and precisely stated in the introduction or in the title page.

---------is sharply focused and a broad generalization.

---------lends itself to a systematic investigation in my chosen area.

---------is written in a clear and unambiguous way.

---------can be effectively dealt within the 4000-word limit of an extended essay.

**B The Introduction:** (2 points possible)

---------includes an indication why the topic chosen is interesting, important, or worthy of study (avoid personal experience or particular opinion).

---------includes some background information and places the topic in an appropriate context.

---------includes a clearly and precisely stated research question.

---------includes a clearly concluding statement of the thesis and argument.

---------reflects the content of the rest of the essay.

**C Investigation** shows that it is well planned because: (4 points possible)

---------I have included relevant materials, sources, data and evidence in my essay.

---------I have not included irrelevant information in my essay.

---------I have effectively analyzed the evidence/material /sources /data in my essay.

---------I have critically evaluated and discussed most of my sources.

---------Whether possible, I have discussed my variables.

**D Knowledge and understanding of the topic studied:** (4 points possible)

---------My essay demonstrates very good understanding of the topic studied.

---------My essay clearly locates the investigation in an academic context.

---------I have expressed my ideas clearly.

---------I have outlined the gaps of my methodology.
E Reasoned argument (4 points possible)

---------- My essay is a convincing argument that addresses my research question.
---------- Ideas are presented clearly and in a logical manner.
---------- My argument addresses and or answers the research question properly.
---------- I have supported my argument with evidences.
---------- I have sharpened and defined my argument by bringing up relevant counter-arguments.

F Analytical & evaluate skills appropriate to the subject (4 points possible)

---------- My essay shows effective and sophisticated application of appropriate analytical and evaluative skills.
---------- I have answered the research question.
---------- I have identified the sources of error.
---------- I have evaluated the effectiveness of the techniques used.
---------- I have discussed the limitations of my experiment where appropriate.
---------- I have identified what it would need to be done to further this investigation.

G Use of language appropriate to the subject (4 points possible)

---------- I have written my essay with a clear and precise language.
---------- I have included appropriate subject specific terminology.

H Conclusion (2 points possible)

---------- My conclusion is effective and clearly stated.
---------- I have written a conclusion that restates my question and is consistent with the argument and evidence presented in my essay.
---------- I have not included new information.
---------- Where appropriate, I have included in my conclusion any new or unresolved questions that arose during my investigation.
**I Formal presentation (4 points possible)**

-------- I have a title page clearly stating my research question, the subject of my extended essay, my name, candidate number and the final word count.

-------- A table of contents is immediately after my abstract.

-------- Each page of my essay is correctly numbered and includes my candidate number in the header.

-------- I have accurately and consistently cited all my sources in an accepted format.

-------- My graphs, figures and tables are clearly labeled.

-------- I have included either a bibliography or a works cited in an accepted and consistent format.

**J Abstract (2 points possible)**

-------- My abstract is after the table of contents.

-------- My abstract is within the 300-word limit.

-------- I have clearly stated my research question in my abstract.

-------- I have clearly stated how my investigation was undertaken in my abstract.

-------- My abstract contains the main argument and the conclusion I reached in my essay.

**H Holistic Judgment (4 points possible)**

-------- My essay reflects my best effort.

-------- I have shown insight in my essay.

-------- I have demonstrated depth of understanding of my chosen subject and topic.

-------- I have demonstrated inventiveness and flair through my writing style.
10. EXTENDED ESSAY SUPERVISORS

The supervisors will be with you during the whole process. They will advise you; they will guide you in the skills of undertaking research; they will monitor your progress; they will read and comment on your work; they will submit a predicted grade; they will complete the supervisor’s report (if the extended essay cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school), and they will try to detect possible cases of plagiarism.

The relationship between a student and their supervisor has to be built on mutual trust and respect. A supervisor is willing and able to help a student who is willing to meet their obligations. Remember that working with a supervisor is essentially enjoyable – it’s one of the few opportunities where you can engage in an in-depth dialogue with one of your teachers.

When it comes to signing the final coversheet, the supervisor must indicate how many hours have been spent with the candidate. The IBO expects between 2 to 4 hours in total. This means that the student must be very well prepared for all meetings set with their supervisor and that work should be sent ahead if possible.

The Supervisor is responsible for completing the Extended Essay coversheet that includes comments that will be the basis of Criteria K (Holistic Judgement). The Supervisor will comment upon a student’s initiative, enthusiasm, self-discipline, motivation, reliability and resourcefulness. In order to establish a good working relationship with the Supervisor from the start, it is essential that you carefully think through and show sufficient evidence to support your EE proposal. Make sure you communicate through Managebac. The supervisor does not write the Extended essay for you. They facilitate progress and can only meet with you for a given period of time. The Extended Essay is very much your responsibility as are the deadlines. Failing to meet deadlines will result in serious consequence which could lead to non-submission of Extended Essay therefore not meeting the requirements for full diploma.
10.1 **RESPONSIBILITIES OF THE STUDENT**

It is **required** that students:

- choose a topic that fits into one of the subjects on the approved extended essay list.

**YOUR SUPERVISOR WILL NOT CHOOSE YOUR TOPIC, CORRECT OR EDIT YOUR DRAFT, OR CHECK YOUR CALCULATIONS.** The Supervisor may suggest approaches or sources for you to consider, but the decision to take or reject advice is **YOURS.** The essay is for **YOU** to plan, design and write. **YOUR SUPERVISOR IS NOT RESPONSIBLE FOR ITS SHORTCOMINGS OR FOR ITS SUCCESS.** Think very carefully about the research question for the essay;

- observe the regulations relating to the extended essay;

- Refer frequently to this guide. Check your work against the General Criteria for your subject. Keep a copy of these for yourself;

- meet deadlines;

- Consult your Supervisor at every stage. Make sure you use *Managebac,* you can create your own deadlines apart from the school ones. Before you can set deadlines successfully you will need to find your own **weaknesses** and **strengths:** are you a slow reader or writer? Do you work best intensely or regularly over longer periods of time? Make a list of these and then see how that will affect your schedule: for example, someone who doesn't like to spend much time actually writing should compensate for that by devoting more time to outlining and planning. Use the deadlines to plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems;

- acknowledge all sources of information and ideas in an approved academic manner;

- **IF YOU ARE CARELESS ABOUT CITING WORKS OR OTHER MATERIAL THAT YOU HAVE USED OR CONSULTED, YOUR ESSAY MAY BE REJECTED FOR PLAGIARISM. DO NOT TAKE THIS RISK. AVOIDING PLAGIARISM, WHETHER INTENTIONAL OR NOT, IS YOUR RESPONSIBILITY** (you will submit your Essay to **www.turnitin.com** for an originality check);

- **ALWAYS** remember that whatever you include as part of your essay **MUST HAVE** documented evidence in support of it. You must show your Supervisor the books, material or evidence **BEFORE** you include it in your essay. If you do not, your Supervisor may refuse to sign off on your essay report;

- Check and proofread the final version carefully;

- make sure all basic requirements are met (for example all students should get full marks for the abstract).
EXTENDED ESSAY DEADLINES MAY 2017 Candidates

This Extended Essay schedule gives general dates. Exact dates will be published in Managebac at the beginning of next academic year. You may also arrange other individual meetings with your supervisor. Most of the meetings with your supervisor will be 20-30 minutes. Meetings can be arranged through Managebac or email.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 March 2016</td>
<td><strong>Introduction to the extended essay</strong> Homeroom with the DP Coordinator.</td>
</tr>
<tr>
<td>18 March 2016</td>
<td><strong>Select a subject area and a topic</strong> Complete the information in Managebac, edit proposal with subject and topic.</td>
</tr>
</tbody>
</table>
| 10 – 14 April 2016 | **Meeting with your supervisor** Your supervisor will revise with you the following:  
- The subject-specific criteria and the general criteria from the IBO’s guide to the extended essay that you can find in Managebac.  
- Key points to research.  
- Decide on title. |
| 8 – 12 May 2016    | You should now:  
- Refine your area of study.  
- Work out a reading bibliography/list of equipment required.  
- Set goals for the next meeting- this should include creating a skeleton structure for your essay.  
Talk to the librarian about finding resources. |
| 15th May 2016      | **Meeting with your supervisor**  
- Finalize research question  
- Have you met your target since your first meeting?  
- Set new goals.  
(This should include further reading/analysis/research/experimentation).  
- Log on Managebac – Supervisor Check |
| 5 – 9 June 2016     | **Meeting with your supervisor**  
- Your outline should include your aim, hypothesis, sources of information, experiment details, areas of concern, a skeleton outline from title page to bibliography.  
- Plan what you need to do over your summer vacation. |
| 9 June 2016        | **Report home to parents from supervisor** An email will be sent home showing the progress of the student in the cases that goals have not been achieved. Everything will be recorded in Managebac |
| 19 June 2016       | **Submit 1000 words** one hard copy to supervisor and one soft copy in Managebac.                   |
| 29 September 2016  | **1st Draft DUE submit Managebac**                                                                 |
| 26th October 2016  | **1st Report home to parents from supervisor** An email will be sent home showing the progress of the student in the cases that goals have not been achieved. Everything will be recorded in Managebac.  
**Submit second draft** one hard copy to supervisor and one soft copy uploaded in Managebac. |
| 22 November 2016   | **Report home to parents from supervisor/Final meeting with supervisor** An email will be sent home showing the progress of the student in the cases that goals have not been achieved. Everything will be recorded in Managebac. |
| 24 November 2016   | **Submit to Turnitin** for Turnitin report.                                                         |
| 8 December 2016    | **Submit final copy** - copies with cover page and abstract to supervisor and two soft copies uploaded, one in Managebac and the other in Turnitin. (E-Assessment) |