



DIPLOMA PROGRAMME

EXTENDED ESSAY

HANDBOOK

Colegiul Național „Andrei Șaguna” from Brașov is a Candidate School* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Colegiul Național „Andrei Șaguna” believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.*



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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OVERVIEW OF THE EXTENDED ESSAY

SCHEDULE OF STUDENT DUE DATES

(Grade 11/ DP YEAR 1) 2023-2024	
Date/Deadline	Event or Activity
October 2023	<i>Introductory session #1:</i> Introduction to the EE process through the review of the EE handbook and discussion of the EE timeline.
November 2023	<i>Introductory session #2:</i> Understanding the role of Conducting Research and the concept of academic honesty in the context of EE.
December 2023	<i>Check-in session #1:</i> Students decide (after having consulted the list of available subjects /Subject-specific guide) on the Group and Subject they want to do their EE on, according to the interests they have and the background reading they have done.
January 2024	<i>Check-in Session #2:</i> Students communicate their chosen EE subject and two-three topics within the subject area (EE proposal) to the supervisor.
February 2024	<i>Extended Essay Day:</i> Students submit their final research questions to their chosen supervisor and to the EE coordinator.
March 2024	Students start researching, meet with EE supervisor and the librarian to let him know which books/resources are needed.
April 2024	Students prepare for the first formal reflection session by writing their first draft of the essay (2000 words) and familiarizing themselves with the RRS (Researcher's Reflective Space) and RPPF (Reflections on Progress and Planning Form) in order to record their progress and their meetings with the coordinator.
May 2024	<i>Formal reflection session #1:</i> Students turn in/ (upload) their first draft essay to their supervisor. Record their progress using the RRS.
(Grade 12/ DP YEAR 2) 2024-2025	
Date/Deadline	Event or Activity
October 2024	In-depth research and study on the topic chosen.
November 2024	Students purposefully investigate the topic and produce a full draft essay (4,000 words).
December 2024	<i>Formal reflection session #2:</i> Students turn in/upload their first draft of the whole essay to their coordinator and receive feedback. Formally submit the second formal reflections to the supervisor. Record their progress using the RRS.
January 2025	<i>Formal reflection session #3 (VIVA VOCE INTERVIEW):</i> Students meet their coordinator, turn in/upload their third reflection report to their supervisor and the EE coordinator.
February 2025	The students turn in/upload the final version of the EE.



NATURE OF THE EXTENDED ESSAY

The Extended Essay (EE) is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of the student's six chosen subjects for the IB diploma (in rare cases a topic where the student has significant background knowledge may be approved), and one which is of special interest to the candidate. It is intended to promote high-level, personal and independent academic research and academic writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The EE now comprises two compulsory reflection sessions with the supervisor as well as a concluding interview or viva voce after completion of the written essay. These are the basis for the Reflections on Planning and Progression Form (RPPF), which is a new criterion implemented by the IBO. The Extended Essay, together with TOK, can contribute up to 3 bonus points, and failing the EE (D is the minimum requirement) is a failing condition for the whole IB diploma.

In the Diploma Programme, the EE is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the EE has often proved to be a valuable stimulus for discussion.

In brief, the Extended Essay is:

- ❖ compulsory for all Diploma Programme students.
- ❖ 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.
- ❖ a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school.
- ❖ chosen from the list of approved DP subjects, published in the Vade Mecum.
- ❖ presented as a formal piece of scholarship containing no more than 4,000 words, as well as a reflection form (RPPF) of maximum 500 words.
- ❖ the result of approximately 40-45 hours of work by the student.
- ❖ supervised for 3 to 5 hours including two official reflection sessions and a final viva voce interview with the supervising teacher.

PRIOR LEARNING

The extended essay is a unique task for all students, both those who are studying for the full IB diploma and course students who choose it as an option. While no particular background is formally required to undertake the extended essay, students are strongly recommended to carry out research in a subject area they are currently studying in the Diploma Programme to ensure that they have sufficient subject knowledge to complete the task. If a student has a background in the subject that is not from their Diploma Programme studies, the student must ensure that they are familiar with the subject from a Diploma Programme perspective.

For those students completing a “*world studies*” extended essay, it is strongly recommended that they are undertaking a course of study in at least one of the subjects chosen for their essay. A familiarity with research methods would be an advantage; however, when students begin the extended essay, part of the process is to develop an understanding of the methodology most appropriate for the research area within the chosen subject. Developing this understanding will be undertaken with the support and guidance of their supervisor, Diploma Programme and/or extended essay coordinator and librarian.



AIMS AND ASSESSMENT OBJECTIVES

The aims of the extended essay are to provide students with the opportunity to:

- ❖ pursue in-depth independent research on a focused topic.
- ❖ develop research and communication skills.
- ❖ develop the skills of creative, analytical, evaluative and critical thinking and reasoning.
- ❖ engage in a systematic process of research appropriate to the subject.
- ❖ experience the excitement of intellectual discovery in a favourite subject/topic of interest.

In working on the extended essay, students are expected to achieve the following assessment objectives:

Assessment objectives

<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> • To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of subject specific terminology and/or concepts. • To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
<i>Application and analysis</i>	<ul style="list-style-type: none"> • To select and apply research that is relevant and appropriate to the research question. • To analyse the research effectively and focus on the research question.
<i>Synthesis and evaluation</i>	<ul style="list-style-type: none"> • To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. • To be able to critically evaluate the arguments presented in the essay. • To be able to reflect on and evaluate the research process.
<i>A variety of (research) skills</i>	<ul style="list-style-type: none"> • To be able to present information in an appropriate academic format. • To understand and demonstrate academic integrity.

THE SUPERVISION PROCESS

In order for students to be successful in the completion of the extended essay, the process needs to be structured and must incorporate a supervision process of 3–5 recommended hours to include three formal reflection sessions between the student and the supervisor as well as supervision sessions called *check-in sessions*.

The recording of reflections on the *Reflections on planning and progress* form is mandatory and must be submitted with the completed extended essay for assessment under criterion E (engagement). To prepare for these sessions and ensure that they are meaningful and purposeful, the student needs to undertake a number of preparatory steps.

Students should contact possible supervisors for advice about their research area/topic and question. After submission of the proposal form, which needs to contain a specific question along with basic research ideas, the final allocation of the supervisor is made. The supervisor is available for questions and advice within the 5-hour time limit set by the IB.

ATTENTION: According to IB guidelines, a supervisor may only take on a limited number of candidates, so the choice is made on a ‘first come, first served’ basis, the criteria being a clearly and concisely formulated proposal form and subject compatibility/speciality of the supervisor. Simply approaching a teacher informally is not enough. The IBDP coordinator reserves the right to decide final allocations.



Check-in sessions

Students are encouraged to meet with their supervisor in between (and in addition to) the formal reflection sessions. Supervision time should meet the needs of the individual student; therefore, the frequency and duration of these meetings will depend on the needs of the student and the supervisor's requirements. Supervision time may consist of an occasional 10-minute check-in to discuss a timeline or clarification of a comment made by the supervisor. It may also include a more lengthy discussion about particular issues, for example, regarding access to resources. These supervision sessions do not form part of the formal reflection process and do not, therefore, need to be reported on the *Reflections on planning and progress form*. However, they nevertheless form an important part of the supervision process.

Formal reflection sessions

These are the mandatory sessions that must be recorded on the *Reflections on planning and progress form*. It is recommended that these sessions last 20–30 minutes. During these sessions students should share excerpts from their Researcher's reflection space with their supervisor. These sessions should focus on progress made so far and set clear objectives for moving forward in the research process. Students should be prepared for these sessions and the meetings should be a dialogue guided by questions posed by the supervisor.

The total maximum length for all three reflections combined is 500 words, so each reflection is relatively short—about 165 words.

Reflection session	Description
<p><i>The first reflection session</i></p> <p>(reflection written after the proposal has been accepted and you have discussed it and preliminary sources)</p>	<p>Students are encouraged to include in their reflections examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues.</p> <p>In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
<p><i>The interim reflection session</i></p> <p>(reflection written after you have written the rough draft and met with your supervisor to discuss it)</p>	<p>As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor.</p> <p>At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered and the strategies used to overcome them.</p>
<p><i>The final reflection session -viva voce</i></p> <p>(reflection written after the viva voce)</p>	<p>During the viva voce, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</p>



REFLECTION IN THE EXTENDED ESSAY

Student reflection in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher's reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned. These skills may include:

- ❖ critical thinking
- ❖ decision-making
- ❖ general research
- ❖ planning
- ❖ referencing and citations
- ❖ specific research methodology
- ❖ time management.

Reflection must be documented on the *Reflections on planning and progress form* and is explicitly assessed under assessment criterion E (engagement).

ADMINISTRATIVE REQUIREMENTS

Students writing the EE are expected to:

- ❖ choose a topic they are enthusiastic about and that is available.
- ❖ ensure that the starting point for their essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes. Observe the regulations with regard to the extended essay, including the IB's ethical guidelines.
- ❖ read and understand the subject-specific requirements for the subject in which they intend to complete their extended essay, including the interpretation of the assessment criteria.
- ❖ meet all internal deadlines set by their school in relation to the extended essay.
- ❖ understand concepts related to academic integrity, including plagiarism and collusion, for example, and ensure that they have acknowledged all sources of information and ideas in a consistent manner.
- ❖ attend three mandatory reflection sessions with their supervisor, the last of which is the *viva voce*.
- ❖ record their reflections on the *Reflections on planning and progress form* for submission as part of the assessment of criterion E (engagement).



PLANNING, RESEARCHING AND WRITING PROCESS

INITIAL GUIDANCE

When planning, researching and writing the extended essay, students should follow the steps below:

Planning

1. Choose a subject which is best suited to your interests and talents.
2. Select a topic within that subject that is challenging and sustains your interest.
3. Submit your proposal to your teacher (a supervisor will be assigned accordingly).
4. Discuss your preliminary ideas with your supervisor.
5. Undertake preparatory reading by exploring your topic through articles and/or books.
6. With the help of your supervisor, formulate a clear and well-focused research question that you can effectively answer in 40 hours of work and 4000 words in your essay
7. Reflect on the challenges of choosing a subject and selecting a topic (complete your first reflection).

Research Process

1. With the help of your supervisor, identify how and where you will gather your materials and research.
2. Identify your system of academic referencing (e.g., MLA, APA, Chicago Style).
3. Record possible sources in the “Journal” in ManageBac .
4. Document all your sources as you proceed.
5. Organize your materials in a logical manner by creating a coherent system of note taking, documentation, and file labelling.
6. Plan and follow a structure for your essay with headings and subheadings (know the purpose and direction of your research).
7. Determine if, as you conduct your research, you are answering your research question or whether you need to change it.
8. Carry out your research or investigation.
9. Draw conclusions based on your research question and consider the implications of your research.
10. Reflect on the challenges of conducting research (complete your second reflection).

Writing Process: First Draft

1. Begin with a skeletal outline and expand it into a detailed outline that has a logical sequence.
2. Confirm that your outline addresses all the assessment criteria.
3. Consult with your supervisor before writing your first draft.
4. Write the first draft.
5. Submit your draft to your supervisor for extensive feedback.
6. Revise your draft following the recommendations of your supervisor.
7. Proofread your final draft more than once.

Writing Process: Final Draft

1. Add more detail to support your argument.
2. Eliminate unnecessary information.
3. Review your structure by confirming that your argument and analysis has a progressive and logical organization.
4. Polish your introduction and conclusion.
5. Clarify your expression.
6. Strengthen your written expression by attending to your choice of diction and sentence constructions.
7. Check the format and fullness of your citations.
8. Confirm that your word count does not exceed 4000 words.



CHOICE AND TREATMENT OF THE TOPIC

Choice of topic

Students first need to identify the broad area of inquiry they are interested in. Sources of ideas and inspiration may include:

- work already undertaken as part of the course
- preliminary reading of academic journals and reputable scholarly e-resources, for example conference papers, essays, book chapters or journal articles
- conversations with teachers, fellow students and librarians.

Literature review

Students should try to read as much as they can of what has already been written about their topic. Time spent on a literature review early on in the research process will guide and improve their work. It will help them to:

- contextualize their research question and subsequent findings
- meet Criterion B: Demonstrating knowledge and understanding.

While conducting their literature review, students may find it useful to compile an annotated bibliography and to record their responses to what they read in their researcher's reflection space (RRS) – a kind of process journal.

If using the internet, students are encouraged to use specialized academic search engines that will find resources appropriate for citation in the EE. Students must be aware of their responsibilities to cite properly the resources they use and to check their work for plagiarism. Their citations should adhere to the requirements of the IB and be consistently applied.

Treatment of the topic

Once students have identified their topic and written their research question, they can decide how to research their answer. They may find it helpful to write a statement outlining their broad approach.

The definition of “research” and terms such as “primary data” and “secondary data” varies from subject to subject. In some subjects, students must use both primary and secondary data. In others, students may, or even must, rely exclusively on secondary data.

However, all students must carry out secondary research in terms of a literature review for their topic.

Two important reminders

1. Undertaking an extended essay is a challenge. Planning is crucial. Students need to start writing their papers early and discuss any emerging difficulties with their supervisor. As well as their supervisors, librarians are a great source of information, advice and support for students.
2. Students risk their diploma if found guilty of academic misconduct:
 - Academic honesty: students' work will be checked in terms of the IB's academic honesty policy and so all students must ensure that they are familiar with this.
 - “Double-dipping”: students must ensure that they are not using material submitted for any other assessment component as part of their EE submission.



DEVELOPING A RESEARCH QUESTION

All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay. A research question is a clear and focused question centred on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to. Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

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.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.

4. Evaluate the question.

Once possible research questions have been posed, they should be evaluated. This evaluation should be based on whether the research 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 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 it
- ❖ considering options if the research available is not sufficient to support a sustained argument.



WRITING THE EXTENDED ESSAY (REQUIRED ELEMENTS)

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected. There are six required elements of the final work to be submitted. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

Title page: should include only the following information:

- ❖ the title of the essay
- ❖ the research question
- ❖ the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- ❖ word count.

The title: should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should not be phrased as a research question.

Contents page: must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

Introduction: should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken. While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

Body of the essay (research, analysis, discussion and evaluation)

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, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument must not be included in appendices or footnotes/ endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion: says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their



findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

References and bibliography

Students should use their chosen style of academic referencing 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.

REFLECTING ON EXTENDED ESSAY AND ITS PROCESS

The Researchers Reflection Space (RSS)

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

The nature of the RRS

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. It supports learning, thinking, critical analysis and evaluation, and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students are able to record reflections on what they are reading, writing and thinking. The use of the RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the Diploma Programme
- create MindMaps ®
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

The role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the development of approaches to learning skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision



process more meaningful. Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and Reflections on planning and progress form. Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

In critically reviewing your engagement in the research process, it might help to think in terms of three levels of reflection: descriptive, analytical and evaluative reflection. Note the use of these terms in the rubric above. The table below gives examples of guiding questions to help with this. They are not exhaustive.

Level of reflection	Example of the kinds of questions students may have asked and answered themselves
Descriptive	<ul style="list-style-type: none"> • What did I do? • How did I undertake my research? • What were the problems I faced? • Did my approach or strategies change throughout the process? • What have been the high and the low points of the research and writing process?
Analytical	<ul style="list-style-type: none"> • Was my research successful? • If I changed my approach or strategies during the process, why did I do this? • What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research? • How has my understanding of the topic and research process developed throughout the task?
Evaluative	<ul style="list-style-type: none"> • If I were to undertake this research again, would I do it differently—if so, why or why not? • What has affected this? • If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome? • What can I conclude from this? • Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes? • What, if any, questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?



ASSESSMENT

OVERVIEW

There are 5 criteria, which address different aspects of the EE, and add up to a possible total of 34 marks.

Criterion A	Criterion B	Criterion C	Criterion D	Criterion E
Focus and Method	Knowledge and Understanding	Critical Thinking	Formal Presentation	Engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Criterion A: Focus and method

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

0	The work does not reach a standard outlined by the description below.
1-2	<p>The topic is communicated unclearly and incompletely:</p> <ul style="list-style-type: none"> • identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad:</p> <ul style="list-style-type: none"> • the research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or, does not lend itself to a systematic investigation in the subject for which it is registered. • the intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the RQ. <p>Methodology of the research is limited:</p> <ul style="list-style-type: none"> • the source(s) and/or method(s) to be used are limited in range given the topic and research question; • there is limited evidence that their selection was informed.
3-4	<p>The topic is communicated:</p> <ul style="list-style-type: none"> • identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused:</p> <ul style="list-style-type: none"> • the research question is clear but the discussion in the essay is only partially focused and connected to the RQ. <p>Methodology of the research is mostly complete:</p> <ul style="list-style-type: none"> • source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question; • there is some evidence that their selection(s) was informed. <p>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.</p>
5-6	<p>The topic is communicated accurately and effectively:</p> <ul style="list-style-type: none"> • identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.



	<p>The research question is clearly stated and focused:</p> <ul style="list-style-type: none"> the research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete:</p> <ul style="list-style-type: none"> an appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question; there is evidence of effective and informed selection of sources and/or methods.
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Criterion B: Knowledge and understanding

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

0	The work does not reach a standard outlined by the description below.
1-2	<p>Knowledge and understanding is limited</p> <ul style="list-style-type: none"> the selection of the source material is limited or only partially appropriate to the research question; knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited:</p> <ul style="list-style-type: none"> subject specific terminology and/or concepts are either missing or inaccurate demonstrating limited knowledge and understanding.
3-4	<p>Knowledge and understanding is good:</p> <ul style="list-style-type: none"> the selection of source material is mostly relevant and appropriate to the research question; knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate:</p> <ul style="list-style-type: none"> the use of subject specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
5-6	<p>Knowledge and understanding is excellent:</p> <ul style="list-style-type: none"> the selection of source materials is clearly relevant and appropriate to the research question; knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding; <p>Use of terminology and concepts is good:</p> <ul style="list-style-type: none"> the use of subject specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical thinking

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

0	The work does not reach a standard outlined by the description below.
1-3	<p>The research is limited:</p> <ul style="list-style-type: none"> the application of the research presented is limited and its relevance to the research question is not clear. <p>Analysis is limited:</p> <ul style="list-style-type: none"> there is limited analysis; where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited</p> <ul style="list-style-type: none"> an argument is outlined but this is limited, incomplete, descriptive or narrative in nature; the construction of an argument is unclear and/or incoherent in structure, hindering understanding;



	<ul style="list-style-type: none"> • where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented; • there is an attempt to evaluate the research, but this is superficial. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p>
4-6	<p>The research is adequate:</p> <ul style="list-style-type: none"> • the application of some research is appropriate and/or relevant to the research question. <p>Analysis is adequate:</p> <ul style="list-style-type: none"> • there is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument; • any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate</p> <ul style="list-style-type: none"> • an argument explains the research but the reasoning contains inconsistencies; • the argument may lack clarity and coherence but this does not significantly hinder understanding; • where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented; the research has been evaluated but not critically.
7-9	<p>The research is good:</p> <ul style="list-style-type: none"> • the majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good:</p> <ul style="list-style-type: none"> • the research is analysed in a way that is clearly relevant to the research question; and, the inclusion of less relevant research rarely detracts from the quality of the overall analysis; • conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good</p> <ul style="list-style-type: none"> • an effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented; • this reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument; • the research has been evaluated, and this is partially critical.
10-12	<p>The research is excellent:</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent:</p> <ul style="list-style-type: none"> • 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; • conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent:</p> <ul style="list-style-type: none"> • an effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented; • this reasoned argument is well structured and coherent, any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion; • the research has been critically evaluated.

Criterion D: Presentation

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

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



- | | |
|--|---|
| | <ul style="list-style-type: none"> The structure and layout support the reading, understanding and evaluation of the Extended Essay. |
|--|---|

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's 'Reflections on Planning and Progress' form.

0	The work does not reach a standard outlined by the description below.
1-2	<p>Engagement is limited:</p> <ul style="list-style-type: none"> Reflections on decision making and planning are mostly descriptive; These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3-4	<p>Engagement is good:</p> <ul style="list-style-type: none"> Reflections on decision making and planning is analytical and includes reference to conceptual understanding and skill development; These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative
5-6	<p>Engagement is excellent:</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process; These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

REFERENCES

- IBDP Extended Essay: Student Guide 2020-22*, Athénée de Luxembourg, International Baccalaureate Organization, Geneva, Switzerland
- Extended Essay Guide*, updated November 2022, International Baccalaureate Organization, Geneva, Switzerland
- Extended Essay Course Companion*, Oxford University Press 2016



APPENDIX 1: Reflections on Planning and Progress Form

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

EE/RPPF

For first assessment in 2018

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Bachillerato Internacional

Candidate personal code:

Extended essay - Reflections on planning and progress form

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

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

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

First reflection session

Candidate comments:

Date:

Supervisor initials:





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Interim reflection

Candidate comments:

Date:

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Date:

Supervisor initials:



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Supervisor comments:



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APPENDIX 2: Extended Essay Progress Tracking Form (not compulsory)

<p>Use these pages to keep track of the compulsory meetings with your supervisor, questions you wish to raise, and tasks that you need to complete.</p> <p>At each meeting ask your supervisor to sign and indicate roughly how many minutes he or she has spent with you. In most cases you will also meet with the librarian to support you with the research process and to assist you in referencing your work properly.</p> <p>Please note: the IBO states that the amount of support given by the supervisor be less than 5 hours.</p>		
Meeting 1		
Questions:		
Notes (suggestions, tips, instructions):		
My tasks for the next meeting are...		
Supervisor's signature:	Date:	Time spent: mins
Meeting 2		
Questions:		
Notes (suggestions, tips, instructions):		
My tasks for the next meeting are...		
Supervisor's signature:	Date:	Time spent: mins
Meeting 3		
Questions:		
Notes (suggestions, tips, instructions):		
My tasks for the next meeting are...		
Supervisor's signature:	Date:	Time spent: mins
Meeting 4 Feedback on draft component		
Feedback on my draft component:		
Supervisor's signature:	Date:	Time spent: mins



Meeting 5 Discussion of first draft /student checklist filled in:		
Feedback on my interview ...		
Supervisor's signature:	Date:	Time spent: mins
Meeting 6		
Feedback on my interview ...		
Supervisor's signature:	Date:	Final draft submitted:
Extended essay submitted (Viva voce - compulsory)		
Remarks:		
Supervisor's signature:	Date:	Final report from turnitin.com to be sent off together with essay to the IBO



APPENDIX 3: Extended Essay Checklist

Point	Action	Check ✓
1	Is the essay within 4000 words?	
2	Is there a Contents page?	
3	Are all pages numbered?	
4	Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?	
5	Are all necessary terms defined/explained?	
6	Have you proofread carefully?	
7	Are your references cited consistently and correctly?	
8	Does the Bibliography include all and only the works of reference you have consulted and used?	
9	Does the Bibliography specify author(s), title, date of publication and publisher for every reference?	
10	Are the Bibliography sources cited consistently and correctly?	
11	Does the Appendix contain only relevant information?	
12	Are all references to the Appendix clearly cross-referenced and labelled?	
13	13 Is your research question stated on the title page?	
14	14 Is your research question stated in the Introduction?	
15	15 Is your research question restated in the Conclusion?	
16	16 Does your Conclusion address unresolved questions?	
17	17 Does your Conclusion address new questions that have emerged?	
18	Are your Introduction and Conclusion titled?	
19	Is your RPPF up to date and within the word limit?	
20	Is your formatting according to IB standards?	

