



**R.E. Mountain Secondary School**

**Extended Essay Student Handbook**





## **EXTENDED ESSAY Student Handbook Table of Contents**

<b>Extended Essay Deadlines</b>	Page 3
<b>Overview of the Extended Essay</b>	Page 5
<b>Choosing a Subject Area</b>	Page 7
<b>Roles in the EE Process</b>	Page 11
<b>Developing the Research Question: Question Starters</b>	Page 14
<b>Evaluation of Sources and Subject Specific Source Lists</b>	Page 16
<b>Annotated Bibliography Information</b>	Page 25
<b>The Three Mandatory Reflection Meetings</b>	Page 27
<b>Formatting and Writing the Extended Essay</b>	Page 29
<b>The Assessment Rubric Explained</b>	Page 33
<b>Grade Descriptors</b>	Page 33
<b>Forms and Documentation Section</b>	Page 42



## EXTENDED ESSAY DEADLINES

RE Mountain Secondary School  
IB Graduates 2024

November 22	Introduction to the Extended Essay process – forms home
November 28	Parent forms due
November 28	Three subject choices to be submitted on online form—link in Managebac
November 30	Mentor decisions made by IB team
November	Library Session – research skills, academic honesty
December 1/2	Students notified of subject area of EE and mentor assigned to them ( <b><u>MUST</u></b> make contact before December 13th)—This is your first formal reflection meeting
January 13	Final due date for first reflection on RPPF Form on Managebac
January 31	EE Proposals must be entered into Managebac for mentor approval. Go to WORKSHEET TAB (bottom right) and then “Edit Extended Essay proposal” (top right) to enter your proposal for approval.
February 17	Research Question finalized with mentor
March 31	Annotated Bibliography due
March/April	Research, writing, revision—Second formal reflection meeting should take place sometime during this writing process. Second reflection must be completed on RPPF following this meeting
April 28	Final due date for second reflection on RPPF Form on Managebac

May 23	Two 'Completed Copies' of Extended Essay must be submitted – one to mentor and one to ToK teacher. Upload your completed essay to Turnitin using the Mentor Code provided to you in ToK class.
June	Meet with supervisor for Copy Conference
July/August	Summer work period for revising your essay Secondary or long-term labs and field studies
September	Lab and field studies students must have a mandatory meeting with mentor
October 16	<b>Final copy of EE submitted.</b> Upload your EE to Turnitin and to Managebac.
January 2024	Meet with your mentor for your final formal reflection meeting (viva voce). Complete your final reflection on the RPPF on Managebac following this meeting
Feb. 16, 2024	Final due date for final reflection on RPPF Form in Managebac



## Overview of the Extended Essay

The Extended Essay is intended to be an academic research paper on a topic of the student's choice in one of the available IB subjects. The Extended Essay is intended to cultivate and foster a range of skills and attributes including research skills, inquiry, creativity, organizational skills, referencing, writing skills, critical thinking and student independence. Finally, the Extended Essay is intended to compel students to act in an academically honest and ethical manner, both in terms of the approach to research and in the final production of the essay itself.

### ***Basic Structure of the Essay:***

The Extended Essay is comprised of the following elements:

- Essay
- Bibliography of only the works cited in the essay itself using an acknowledged referencing style
- Appendices (where applicable)—it is not mandatory for an examiner to read anything in an appendix; thus this should only include information that acts as support to the essay
- Reflections on Planning and Progress Form (RPPF)

### ***Assessment at a Glance:***

The Extended Essay is assessed with the following five criteria:

- A: Focus and Method (6 marks)
- B: Knowledge and Understanding (6 marks)
- C: Critical Thinking (12 marks)
- D: Presentation (4 marks)
- E: Engagement (6 marks)

Total Marks Awarded: 34 marks

### ***Academic Honesty:***

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—must be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged.

Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects. Students will be required to sign an Academic Honesty Contract indicating the importance of integrity during the Extended Essay process.

## The IB Diploma Points Matrix

	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				



## Choosing a Subject Area

You may choose any subject you are currently taking in the Diploma Program. If you would prefer to complete an interdisciplinary paper, you may choose to do so. The list of subjects is listed below. For a subject area paper, you must choose a subject first before you are assigned a mentor or develop a research question. Currently, you may choose from the following subjects:

- Studies in Language and Literature
- Language Acquisition, including classical languages
- Individuals and Societies
- Mathematics
- The Arts
- Interdisciplinary Essays

## Description of Subjects

### *Studies In Language and Literature:*

(English) Studies in language and literature EEs are divided into three categories:

- |                   |   |
|-------------------|---|
| <b>Category 1</b> | Studies of one or more literary works originally written in the language in which the essay is presented.   |
| <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.) |
| <b>Category 3</b> | Studies in language based on one or more texts originally produced in the language in which the essay is presented. Focus must be on the use or evolution of language.  |

### *Language Acquisition*

Students working on a language acquisition EE must demonstrate an in-depth understanding of the language, culture and society or literature studied. This understanding must be shown in the form of:

- an analysis of a cultural context or a specific text
- an analysis of trends in the culture studied and the impact of a cultural change on the form or use of the language
- an analysis and comparison of literary texts.

<b>Category 1</b>	A specific analysis of the language (its use and structure), normally related to its cultural context or a specific text.
<b>Category 2</b>	A sociocultural analysis of the impact of a particular issue on the form or use of the language: (a) based on an examination of language use (b) an essay of a general cultural nature based on specific cultural artifacts.
<b>Category 3</b>	An analysis of a literary type, based on a specific work or works of literature exclusively from the target language.

Students may **not** write a language acquisition EE in a language that they are studying for their Diploma Programme as language A literature or language A studies in language and literature.

### ***Individuals and societies:***

An extended essay (EE) in individuals and societies is intended for students who are interested in undertaking research in an area of business management, economics, geography, global politics, history, ITGS, philosophy, psychology, social and cultural anthropology or world religions. Students need to work closely with a mentor for the specifics of each of these types of essays.

The individuals and societies EE is intended to encourage the systematic and critical study of:

- human experience and behaviour
- physical, economic and social environments
- the history and development of social and cultural institutions.

Subjects under this heading include:

- Geography
- Psychology
- Economics

### ***Mathematics:***

An extended essay (EE) in mathematics is intended for students who are writing on any topic that has a mathematical focus and it need not be confined to the theory of mathematics itself.

Essays in this group are divided into six categories:

- The applicability of mathematics to solve both real and abstract problems
- The beauty of mathematics—e.g. geometry or fractal theory
- The elegance of mathematics in the proving of theorems—e.g. number theory



- The history of mathematics: the origin and subsequent development of a branch of mathematics over a period of time, measured in tens, hundreds or thousands of years
- The effect of technology on mathematics:
  - in forging links between different branches of mathematics,
  - or in bringing about a new branch of mathematics, or causing a particular branch to flourish.

### ***The Arts:***

While there are a number of options under this heading, REMSS does not have staff available to supervise them. The only option available is:

- Visual Arts - The visual arts are here broadly defined also to include architecture, design and contemporary forms of visual culture. The outcome of the research should be a coherent and structured piece of writing, with well-integrated and appropriate illustrations, and which effectively addresses a particular research question appropriate to the visual arts. 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 particular artist, style or period. This might be related to the student's own cultural context or another cultural context. Personal contact with artists, curators and other active participants in the visual arts is encouraged, as is the use of local and primary sources.

### ***Interdisciplinary Studies:***

An interdisciplinary extended essay (EE) gives students an opportunity to undertake an in-depth and independent investigation into a topic of their choice that considers the relationship between subjects and allows for meaningful connections to be made in relation to their chosen area of research.

Categories included under this heading include:

- World Studies - An EE in world studies gives students an opportunity to undertake an interdisciplinary study of an issue of contemporary global significance. **World Studies EEs are registered in one of six areas of study:**

- Conflict, peace and security
- Culture, language and identity
- Environmental and/or economic sustainability
- Equality and inequality
- Health and development
- Science, technology and society.

## **PROCESS FOR CHOOSING A SUBJECT AREA**

Students should give considerable thought to their subject area of choice. Subjects that students are good at, is the best starting point. **DO NOT** CHOOSE A TOPIC FIRST. You **MUST** choose a subject area first. You will be asked to submit your top three subject area choices.

Once you have submitted your top three subjects, the IB program will assign a supervisor to each candidate. Each supervisor will take no more than five candidates.

Students will not select their own supervisor but will be responsible for initiating contact and managing the meeting process throughout the mentoring period. It is not the teacher's responsibility to guide the Extended Essay process. Rather, the student is responsible for seeking support.



## Roles in the EE Process

### The Student's Role

This is a student driven essay guided with mentorship from a teacher in the school.

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>

## The Parent's Role

As the extended essay is, for the most part, written outside of class time, parents can have a significant impact on student success. It is recommended that parents discuss the student's essay topic and why they chose it. It is clear that if a student is interested and engaged in their topic they will find the writing process a positive experience. Positive conversations in this area with family members can be very motivating. It is highly recommended that parents encourage students to set clear time periods and quiet study areas to work on the extended essay. Finally, parents can provide support in the area of Academic Honesty by encouraging students to cite their work and acknowledge the ideas of others in their Extended Essay.

## The Mentor's Role

Time working with the Extended Essay supervisor is a very important part of the student's writing process. They help model appropriate procedures, guide students in correct formatting and citation, and most importantly provide advice and feedback on the research topic, question, and method. They also ensure that ethical standards for research are followed as well as the standards for academic honesty to be undertaken by the students. Mentors are **required** to:

- undertake three mandatory reflection sessions with each student they are supervising
- sign and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process. A total of 6 marks is assigned to the reflection process. If the form is not signed by both the student and the supervisor, it may result in:
  - a delay in a grade being issued for the extended essay
  - criterion E (engagement) being compromised—the examiner may not be able to apply criterion E due to missing or lacking information
  - the essay being referred as a possible case of academic misconduct as a result of not being authenticated
- provide students with advice and guidance in the skills of undertaking research
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- be familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students
- monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)

- read and comment on one draft only of the extended essay (but do **not** edit the draft); this should take place after the interim reflection session, but before the final reflection session, the *viva voce*
- ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

## **The Library's Role**

Further support is available in the library in research skills, developing your research question, citations, access to journals, and inquiry. The school's teacher-librarian can provide leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. Students are often overwhelmed at the amount of unfiltered information available to them, so they need to develop the skills to be able to raise questions and evaluate the authenticity, validity and reliability of sources. Utilising the knowledge and skills of a school librarian will help students to navigate and plan their extended essay more effectively and to become independent researchers.

As an R.E. Mountain student, you have access to research databases that you can use in our library or at home with our school username and password. It is expected that candidates will take advantage of the resources in our school by discussing their research question and process with the teacher-librarian and library team.



## Developing the Research Question

### Question Starters


Question Starter	Description
To what extent...	This allows for evaluation of the degree or extent to which something is true or a contributing factor. To effectively answer this type of question, the main body of the essay should include considerations of other influencing factors. For example, a question relating to the extent to which the Spanish Constitution of 1931 caused the civil war of 1936 could potentially examine the role played by the military, external nationals and other factors in order to more fully answer “the extent” aspect of the question.
Assess the role of...	Allows for an analysis of a specific factor or the contribution of something/someone.
How accurate/reliable...	Allows for an exploration relating to accuracy or usefulness.
How far could one argue...	Allows for the analysis to focus on the accuracy/truthfulness of a specific argument or line of enquiry.
How successful...	Allows for an evaluation of the success of an approach, method, policy, style on an associated area. For example, the success of a political policy on the economic development of X region.
How crucial/significant...	Allows for an analysis of the significance of one or more factors on other associated areas.
Which factors played...	Allows for an investigation around key factors.
Has the introduction (or cancellation) of...resulted in...	Allows for a cause/effect style investigation.

Does (X) process/approach provide...	Allows for a focused investigation on the result of a specific method followed or technique used.
What is the contribution/influence of...	Allows for a focused investigation on the impact (positive or negative) of a certain individual, group, material or concept on a broader area (for example, on a specific society).
What evidence is there to support...	Allows for an investigation into the nature of evidence and the extent to which it can support a thesis or approach.
What is the impact of...	A causal investigation (cause-effect)
Is it possible to determine...	An investigation into hypothetical frameworks based on existing and available evidence.
Under what circumstances may...	Allows an investigation into the conditions required before X is deemed possible
Is there a correlation between...	Allows for an investigation into the relationship between two or more factors.



## Evaluation of Sources

### Evaluating Information – Applying the CRAAP Test

Meriam Library  California State University, Chico

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Key: ■ indicates criteria is for Web

#### Evaluation Criteria

**Currency:** *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

**Relevance:** *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

**Authority:** *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?  
examples: .com .edu .gov .org .net

**Accuracy:** *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

**Purpose:** *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?





## Subject Specific Source Lists

☒The subject requires the use of this type of source

☒This type of source should not be included in this subject

**O**Use of this source is dependent on the nature of the question devised

Subjects	Primary	Secondary	Notes
<b>Language A</b>	<input checked="" type="checkbox"/>	<input type="radio"/>	<p>-Analysis should be largely based on primary sources(the text being written about)</p> <p>-Secondary sources can be used provided they are treated critically rather than accepted as definitive interpretation</p>
<b>Language B</b>  1) Category 1: Language 2) Category 2: Culture and Society 3) Category 3: Literature	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="radio"/>	<p>-Essays on language or culture and society should reference both primary and secondary sources</p> <p>-With literature based essays, the same rules as Language A apply</p> <p><b>-See additional sheet on “cultural artifacts” under the thematic heading of Culture and Society</b></p>
<b>Geography</b>	<input type="radio"/>	<input checked="" type="checkbox"/>	<p>-Geography essays can be based solely on published secondary source material however a wide range of sources would be required in this case.</p> <p>-Primary source work (example: fieldwork data and questionnaires) is not mandatory but highly advisable as it tends to produce stronger essays.</p> <p>-In both cases, a critical evaluation of the sources/approach followed is required</p>
<b>Biology</b>			<p>1) Focus on experiment based essays is the primary data produced by the experiment conducted by the student. Secondary sources should be used to support a line of</p>

1) Experiment based essay 2) Non-experiment based essay	<input checked="" type="checkbox"/>  <input type="radio"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<p>argument or indicate where the student has adapted their approach to produce different results. A consideration of the quality of secondary source material should be offered to identify limitations or weaknesses in approach, method etc</p> <p>2) Non-experiment based (literature) essays should effectively question the reliability of the secondary source material used and offer some critical insight into the strengths and limitations of the methodological approaches taken by the secondary sources</p>
<b>Chemistry</b>  1) Experiment based essay 2) Non-experiment based essay	<input checked="" type="checkbox"/>  <input type="radio"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<p>Same as biology</p>
<b>History</b>	<input type="radio"/>	<input checked="" type="checkbox"/>	<p>-Should aim to use both primary and secondary sources although it is not mandatory</p> <p>-Primary source in history is deemed to be any artefact from the time in question while a secondary source is anything written about that time but produced later</p> <p>-A critical analysis of the value and limitations of the sources used (both primary and secondary) by means of investigating their origin and purpose is also required</p> <p>-Factual data and historian's views should be used to support the student's own argument without replacing it</p>
<b>Mathematics</b>	<input checked="" type="checkbox"/>	<input type="radio"/>	<p>-Can rely solely on the analyses of the data produced by a student's own calculations or applications of the</p>

			<p>mathematical formula associated with the differing mathematical disciplines</p> <p>-Secondary source material can be used if the focus of the question demands considerations of external proofs or approaches (example: the application of a historical mathematical theorem on a contemporary school of mathematics)</p>
<b>Physics</b>  1) Experiment based essay 2) Non-experiment based essay	<input checked="" type="checkbox"/>  <input type="radio"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<p>Same as biology</p>
<b>Psychology</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>-Expected to be analytical investigations into an area of interest rather than primary research to test a hypothesis</p> <p>-Under NO circumstances are students to engage in their own experiments or case studies as this is deemed inappropriate</p> <p>-Students should reference secondary source material as a minimum expectation (journals and textbooks) while making reference to pre-existing research material (example: case studies and experiment-based data by recognized psychologists or institutions) as appropriate</p>
<b>Social and Cultural Anthropology</b>	<input type="radio"/>	<input checked="" type="checkbox"/>	<p>-All essays in this subject are rooted in good understanding of anthropological theories and/or concepts</p> <p>-Reference to works by accepted anthropologists is highly advised</p>

			-Primary source material can be included but must not be the core focus of the essay
<b>Sports, exercise and health science</b>  1) Experiment based essay 2) Non-experiment based essay	<input checked="" type="checkbox"/>  <input type="radio"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	Same as biology
<b>Visual Arts</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-Must analyse the primary source(s) first and foremost (such as art and artists)  -Secondary sources must also be used to provide support to the points raised in the body of the essay  -Secondary sources should be used to support the student's own line of argument not as a substitute for it
<b>World Studies</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-Requires students to combine two subject methodologies (example: history and visual arts)  -The type of sources referenced will depend on the two chosen subjects. Refer to the specific subject information listed here

## Examples of Accepted Sources

Subject	Primary Sources	Secondary Sources
<b>Language A</b>	<ul style="list-style-type: none"> <li>-Novels (text or graphic)</li> <li>-Letters</li> <li>-Anthologies</li> <li>-Collections of poetry</li> <li>-Interviews</li> <li>-Plays</li> </ul>	<ul style="list-style-type: none"> <li>-Any journals, articles, critiques, documentaries, websites, literary reviews, newspapers or literary magazines concerned with the chosen essay topic or its background</li> <li>-Autobiographies and biographies may also prove useful in terms of context and insight into textual meaning. However, students should avoid limiting their analysis of the text to the specifics of the author's life</li> </ul>
<b>Language B</b>	<ul style="list-style-type: none"> <li>-Novels, letters, poems, non-fiction, interviews, newspapers (language), websites (language), idiolects and dialects (language or culture), advertisements</li> </ul>	<ul style="list-style-type: none"> <li>-Journals, articles, critiques, documentaries, websites, literary reviews, newspapers, literary magazines or any text focusing on language-specific analysis</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>-All data gathered from fieldwork investigations or studies (sampling, questionnaires, interviews, surveys and mapping)</li> </ul>	<ul style="list-style-type: none"> <li>-Any books, textbooks, newspapers, magazines, journal articles and websites that reference geographical issues, research and methodologies</li> <li>-Aerial and satellite images</li> <li>-Digital landscape simulations and models</li> <li>-Diagrams, charts, reports and other statistical data obtained from reputable sources (example: governmental agencies and independent environmental organizations)</li> </ul>
<b>Biology</b>	<ul style="list-style-type: none"> <li>-Observations, fieldwork, experiments and all the data generated from them</li> </ul>	<ul style="list-style-type: none"> <li>-Journal articles, reviews, documentaries, websites, textbooks, science magazines (on theories, experiments, models,</li> </ul>

		<p>case studies, approaches, research or methodologies)</p> <p>-Data charts or graphs from science institutes or government centres</p>
<b>Chemistry</b>	-Observations and experiments and all the data generated from them	<p>-Journal articles, reviews, documentaries, websites, textbooks, science magazines (on theories, experiments, models, case studies, approaches, research or methodologies)</p> <p>-Data charts or graphs from science institutes or government centres</p>
<b>History</b>	-Texts or artifacts created at the time in question: letters, images, objects, speeches, charters, laws, inscriptions, diaries, buildings, newspapers, posters and photos	-Texts concerning the time in question but created after it: histories, documentaries, websites, journals, history magazines and films
<b>Mathematics</b>	-Axioms, proofs, equations, theorems, data, problems, conundrums, statistics etc.	-Books, journal articles, mathematics magazines, essays, specialist websites and any publication that incorporates mathematical techniques
<b>Physics</b>	-Observations, experiments and all data generated from them	<p>-Journal articles, reviews, documentaries, websites, textbooks, science magazines (on theories, experiments, models, case studies, approaches, research or methodologies)</p> <p>-Data charts or graphs from science institutes or government centres</p>
<b>Psychology</b>	-No primary sources permitted for this Extended Essay	-Books, journals, articles, reviews, documentaries, websites, textbooks, psychology magazines (on theories, experiments, models, case studies, approaches, research or methodologies)

<b>Social and Cultural Anthropology</b>	<p>-Observation, ethnographies, questionnaires, interviews, life histories</p>	<p>-Ethnographical and anthropological publications/studies will form the core source materials. Consideration of ethical issues that underpin these studies is also necessary</p> <p>-Texts referencing social, cultural, political and historical contexts can be used for establishing wider contexts</p> <p>-Anthropology research libraries and institutes</p>
<b>Sports, exercise and health science</b>	<p>-Observations, fieldwork, experiments, surveys or questionnaires, and all data generated from them</p>	<p>-Sports, exercise and health related books, journals, articles, reviews, documentaries, websites, textbooks, magazines (on theories, experiments, models, case studies, approaches, research or methodologies in this area)</p> <p>-Data charts or graphs from sports science institutes or government centres</p>
<b>Visual Arts</b>	<p>-The artwork and/or artist will constitute the main primary source material for Visual Arts EEs</p> <ul style="list-style-type: none"> <li>• Exhibitions</li> <li>• Interviews with artists (via correspondence or face to face)</li> </ul>	<p>-Any textbooks, journals, articles, critiques, documentaries, websites, art reviews, art magazines and evaluations concerned with the chosen essay topic or its background</p>
<b>World Studies</b>	<p>-Two subject areas to base your investigation on</p> <p>-The list of acceptable primary sources would depend on the chosen subjects</p>	<p>-The list of acceptable secondary sources would depend on the chosen subjects</p>

## Artifacts in Language B Essays

When writing an essay on a Group 2 subject, students have the option to write under the thematic heading of “Culture and Society”(category 2b). Under this heading, students can base their work on a “cultural artefact”.

The following provides a list of acceptable cultural artifacts:

Cultural artifacts	Not cultural artifacts
<ul style="list-style-type: none"> <li>• Written documents</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• News Headlines</li> <li>• Articles</li> <li>• Books (other than literary)</li> <li>• Cartoons</li> <li>• Adverts</li> <li>• Leaflets, brochures and manifestos</li> <li>• Laws or policies</li> <li>• Historical documents or records</li> <li>• Spoken documents</li> <li>• Screenplays</li> <li>• Radio or TV programs</li> <li>• Song lyrics</li> <li>• Interviews</li> <li>• Visual documents</li> <li>• Works of fine art</li> <li>• Architecture (buildings, monuments and so forth)</li> <li>• Films</li> <li>• Stamps</li> <li>• Cultural icons</li> <li>• Fashion items and accessories (as manifestations of culture)</li> <li>• Food items, dishes (as a manifestation of culture)</li> <li>• Brands (as a manifestation of culture)</li> </ul>	<ul style="list-style-type: none"> <li>• Political events (elections, referendums)</li> <li>• Historical events</li> <li>• Social movements (riots etc)</li> <li>• Social issues (unemployment, immigration, racism, school violence, the role of women etc)</li> <li>• Towns or regions (travel guide)</li> <li>• Minority ethnic groups</li> <li>• Media trends</li> <li>• Styles of music</li> <li>• Sports</li> <li>• Traditions</li> <li>• Institutions (such as school systems or political parties)</li> </ul>

**Source:** *IB Coordinator’s Notes, IBO, September 2015*





## Annotated Bibliography: Information

### What is an annotated bibliography?

An *annotated bibliography* is a bibliography (a list of books or other works) that includes descriptive and evaluative comments about the sources cited in your paper. These comments are also known as *annotations*.

### How do I format my annotated bibliography?

An annotated bibliography entry consists of two components: the **Citation** and the **Annotation**.

#### ***Citation***

The citation should be formatted in the bibliographic style that your teacher has requested. Some common citation styles include [APA](#), [MLA](#), and [Chicago](#).

#### ***Annotation***

Generally, an annotation is approximately 150-250 words in length (one paragraph).

An annotation may include the following information:

- A brief summary of the source
- The source's strengths and weaknesses
- Its conclusions
- Why the source is relevant in your field of study
- Its relationships to other studies in the field
- An evaluation of the research methodology (if applicable)
- Information about the author's background

#### ***MLA style format***

Hanging Indents are required for citations in the bibliography, as shown below. That is, the first line of the citation starts at the left margin, and subsequent lines are indented 4 spaces.

The bibliography is double-spaced, both within the citation and between them.

Lozier, J. D., P. Aniello and M.J. Hickerson. "Predicting the Distribution Sasquatch in Western North

America: Anything Goes With Ecological Niche Modelling." *Journal of Biogeography* 36.9 (2009): 1623-1627. *Academic Search Premier*. Web. 28 Jan. 2010.

This paper critiques the use of Ecological Niche Models (ENM) and species distribution by performing a tongue-in-cheek examination of the distribution of the fictional Sasquatch, based on reports from an online Bigfoot archive. Lozier's paper powerfully demonstrates the issues faced by ENM, when reports come from non-specialists, and highlights key problems with sourcing data from unmediated online environments. The author neglects to compare the reliability of the many wildlife databases with the single Bigfoot database, as well as other key issues; however in closing, the paper briefly mentions that many issues lie outside the scope of the short article. Lozier's paper advises professionals in fields using ENM to carefully assess the source of the data on which the model is based and concludes that the distribution of rare species in particular is often over-reported to misidentification.

### **APA style format**

Hanging Indents are required for citations in the bibliography, as shown below. That is, the first line of the citation starts at the left margin, and subsequent lines of the citation are indented 4 spaces.

The annotation is indented 2 additional spaces, as a block.

D'Elia, G., Jorgensen, C., Woelfel, J., & Rodger, E. J. (2002). The impact of the Internet on public library use: An analysis of the current consumer market for library and Internet services. *Journal of the American Society for Information Science and Technology* 53(10), 808-820.  
doi:10.1002/asi.10102

In this study, the researchers examined if the Internet had affected public library usage in the United States. This study is distinct because its researchers surveyed library nonusers as well as users. The major finding was that 75.2% of people who used the Internet also used the public library. However, the researchers surveyed only 3000 individuals in a population of millions; therefore, these results may not be statistically significant. However, this study is relevant because it provides future researchers with a methodology for determining the impact of the Internet on public library usage.

**Source:** Niseteo, I. (2017, September 26). How to Write an Annotated Bibliography. Retrieved October 05, 2017, from <http://www.lib.sfu.ca/help/cite-write/citation-style-guides/annotated-bibliography>



## Extended Essay

### The three mandatory formal reflection meetings

The Basics	
1) How long are these sessions?	Reflection meetings are 20 minute interview meetings with your mentor. These interviews will inform your reflections on the Reflections on Planning and Progress Form (RPPF) and will provide your mentor with insight into your research process.
2) When do these sessions take place?	<p>These three formal meetings are mandatory. After each meeting takes place, you will write a reflection on the RPPF. The formal meetings will take place at the following times:</p> <ul style="list-style-type: none"> <li>a) an introductory meeting as you are engaging in initial research</li> <li>b) a meeting halfway through the process (after you have completed your research and have begun some preliminary writing)</li> <li>c) a meeting that is part of the concluding interview (viva voce)</li> </ul> <p>Your mentor must sign and date your contact/interview form after each meeting.</p>
3) Are these sessions assessed?	<p>The sessions themselves are not assessed but they will help you in your reflective process and will help your mentor in determining your engagement with the research process.</p> <p>The new criteria involves Criterion E: Engagement. Students are awarded up to six marks for their engagement in the research process.</p>

## Check-in sessions

Students are encouraged to meet with their supervisor in between (and in addition to) the formal reflection sessions. 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. As part of the process, students must engage in three check-in sessions at a minimum. **These check-in 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\*](#).**

## 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 minutes. During these sessions students should share excerpts from their Researcher's reflection space with their mentor. 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. Please see the Forms and Documentation section for requirements.

**\*\*PLEASE NOTE:** The RPPF form MUST be completed in the language of the essay. If you write your essay in English, then the RPPF is written in English. If your essay is written in French or Mandarin though, you must make sure that your RPPF is also in the same language or you will lose the 6 marks for Section E.



## Formatting and Writing the Extended Essay

### *Title page*

The 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*

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

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr. Faustus</i> ?

The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?
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***AN IMPORTANT NOTE:***

**Please note that name of the student and/or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.**

***Contents page***

A contents page must be provided after the title page and before the introductory section of the essay. The table of contents should contain a sequential list of all the essay's sections or chapters. Next to each section or chapter heading, students should include the page number where that section or chapter begins.

**Table of Contents**

Introduction.....	1
Chapter 1: Pre-Islamic Medicine.....	2
Chapter 2: The Quran and Islamic Traditions of Learning.....	3
2.1 Christian and Jewish Influence.....	6
2.2 The Occult.....	8
Chapter 3: Socio-Political Influences.....	9
3.1 Inherited Greek Medical Traditions and Heritage.....	9
3.2 The Role of the Caliphs.....	11
3.3 Islamic Advances.....	15
Chapter 4: Medical Instruments.....	19
Conclusion.....	21
Bibliography.....	22

***Introduction***

The 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***

The 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***

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 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. **All recognized standard citation formats used at RE Mountain (MLA, APA, or Chicago) are permitted on the Extended Essay.** However, it is suggested that the commonly used citation format within the subject area chosen be used.

### ***Presentation***

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is **required**:

- the use of **12-point**, readable font (preferable: Arial, Times New Roman, Calibri)
- double spacing
- indentation of paragraphs
- page numbering (should be included on all pages although not required on title page and table of contents). It is preferable to have them on the bottom of pages. Students will lose marks if page number does not match what is on table of contents
- no candidate or school name on the title page or page headers.
- 

### **Parts of the Extended Essay (Proper Order of Pages):**

- A. Cover page
- B. Table of Contents
- C. Introduction
- D. Body of Paper
- E. Conclusion
- F. Bibliography

**Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.**





## The Assessment Rubric Explained

### Criterion A: Focus and method

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

Level	Descriptor 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 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.

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>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.

Level	Descriptor of strands and indicators
0	<b>The work does not reach a standard outlined by the descriptors below.</b>
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></ul>

	<ul style="list-style-type: none"> <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 <b>but</b> 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 the standard format expected for academic writing and the extent to which this aids effective communication.

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 will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the [RPPF](#), with the supervisory comments and extended essay itself as context.

Level	Descriptor of strands and indicators
0	<b>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</b>
1–2	<b>Engagement is limited.</b> <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	<b>Engagement is good.</b> <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	<b>Engagement is excellent.</b> <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>



## **IMPORTANT NOTE**

### **Criterion E: Engagement: The Key to Success**

The key to being awarded six points for Criterion E is for the students to demonstrate engagement with the research process. This is achieved through commenting on:

- a) the thinking behind a chosen subject and eventual research question
- b) the methodology and/or selection of source material
- c) challenges encountered during the research process and solutions attempted or found
- d) creative or innovative approaches to the topic (and/or to the challenges encountered)



## Grade Descriptors

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

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

### Grade B

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

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

### Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis;

conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

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

#### Grade D

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

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

#### Grade E (failing condition)

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

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

## Sources:

IBO. (2016). *The Extended Essay Guide*. Retrieved September, 2017, from [ibpublishing.ibo.org/extendedessay/apps/dpapp/index.html?doc=d\\_0\\_eeyyy\\_gui\\_1602\\_1\\_e&part=1&chapter=1](http://ibpublishing.ibo.org/extendedessay/apps/dpapp/index.html?doc=d_0_eeyyy_gui_1602_1_e&part=1&chapter=1)

Lekanides, K. (2016). *Extended Essay*. Oxford, UK: Oxford University Press.

Niseteo, I. (2017, September 26). How to Write an Annotated Bibliography. Retrieved October 05, 2017, from <http://www.lib.sfu.ca/help/cite-write/citation-style-guides/annotated-bibliography>

## For Further Information:

Please visit IB's Extended Essay website at:

[https://ibpublishing.ibo.org/extendedessay/apps/dpapp/index.html?doc=d\\_0\\_eeyyy\\_gui\\_1602\\_1\\_e&part=1&chapter=1](https://ibpublishing.ibo.org/extendedessay/apps/dpapp/index.html?doc=d_0_eeyyy_gui_1602_1_e&part=1&chapter=1)



**Extended Essay  
Forms and Documentation**



## Planning and Progress Form: Subject and Topic

### General Areas of Interest:

Which subjects have you really enjoyed?

Subject A	Subject B	Subject C

What topic areas or themes or periods within these subject areas have you been intrigued by?

Topic/Theme/Period	Topic/Theme/Period	Topic/Theme/Period



## Planning and Progress Form: Finalizing Your Subject Choice and Topic

<b>Student Name:</b>	
<b>Diploma Subject Choices:</b>	
<b>Higher Level:</b>	<b>Standard Level:</b>
<b>Proposed EE Subject (Choice #1):</b>	
Specific Topic Area or Research Question:	
Rationale for choosing this subject and topic area:	
<b>Proposed EE Subject (Choice #2):</b>	
Specific topic area or research question:	
Rationale for choosing this subject and topic area:	

<b>Proposed EE Subject (Choice #3):</b>			
Specific topic area or research question:			
Rationale for choosing this subject and topic area:			
Additional comments or information:			
<b>Student Signature:</b>		<b>Date:</b>	
<b>EE Mentor Signature:</b>		<b>Date:</b>	





## Investigating the Research Question: Mentor Check-in #1

### Feasibility Check

Does your research question pass the following feasibility checks?

Feasibility Check	Checkmark
1) Are there sufficient primary sources available (if appropriate)?	
2) Are there sufficient secondary sources available (if appropriate)?	
3) Can you access the sources?	
4) Do you have all the materials necessary to carry out your investigation at hand?	
5) Do you have all the equipment necessary to carry out your investigation?	
6) Can you access the materials needed?	
7) Can you begin your research immediately?	
8) Can your research question be assessed against the Extended Essay Criteria?	
9) Are the chosen research methods or concepts underpinning your research question relevant and appropriate to the subject?	
10) Does your research meet all of IB's ethical guidelines on research and fieldwork?	

### Refined Research Question:

Topic	
Initial Research Question	
Possible Limitations (from checklist and check in meeting with mentor)	
Refined Research Question	
Mentor Approval of Question:	



## Extended Essay Progress Form: Mentor Check-in #2

Extended Essay Progress Form: Research Readiness			
Student Name:		Mentor:	
Proposed Research Question:			
Research Preparation Check			
Action	Yes	No	Supervisor's Comments
1) Has the student organized and attended planned meetings with you?			
2) Has the student been made aware of the general guidelines for the EE?			
3) Has the student been made aware of the general and subject-specific assessment criteria?			
4) Has the student prepared a bibliography of relevant source material?			
5) Has the student engaged in any preliminary reading around their topic?			
6) Does the student have a refined research question?			
7) Does the student possess the necessary skills to conduct an EE in this subject?			
8) Is the student's attitude to the research process adequate?			
Additional Comments			
Student Signature:		Date:	
Mentor's Signature:		Date:	



## CRAAP Test Evaluation of Sources Checklist Mentor Check-in #3

You will need to do background reading in the subject area that you are interested in researching for your extended essay. You are required to read from a variety of sources (print, database, and e-books are appropriate sources). A general encyclopedia (World Book or Britannica) is not acceptable; you may initially consult Wikipedia as a starting point, but you cannot count it toward the resources for your reading log. You may attach additional paper for your checklist if needed.

Date	Title of Source and Citation (MLA, APA, Chicago)	Comments Evaluation of source	Total Hours

Student Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_



## Annotated Bibliography Mentor Check-in #3

You must hand in your annotated bibliography and your evaluation of sources sheet to Managebac by March 31. Your annotated bibliography should follow the citation style discussed with your mentor.

Annotated Bibliography Checklist			
Completion List			Checkmark
1) Has the student completed an annotation for all of the sources they have evaluated as being appropriate for your EE (using CRAAP test)?			
2) Do the annotations include all of the relevant information as outlined in the information handout?			
3) Do the annotations follow the conventions of an annotated bibliography?			
4) Has the student followed the appropriate citation style suited for the subject area?			
5) Has the student presented some preliminary writing or shown portions of his/her essay for review and discussion?			
6) Does the student have a plan for completing your first draft?			
7) Is the student on track to complete a complete first draft by the scheduled date?			
Student Signature:		Date:	
Mentor Signature:		Date:	



## Formal Reflection Meetings

As preparation for the initial formal reflection session, students should do the following:

Formal Reflection Meeting #1			
How to Prepare			Checkmark
1) Think about subjects and areas of interest			
2) Initial background reading in your assigned subject and topic of your choice			
3) Explore a variety of research topics			
4) Read the Extended Essay guide			
5) Begin some preliminary research and consider the availability of reliable and valid sources for the topic you are considering			
6) Begin developing your research proposal (mindmap, annotated article, preliminary bibliography)			
7) Ask yourself the following questions: <ul style="list-style-type: none"> <li>a) Is my topic appropriate for the subject I am considering?</li> <li>b) Why am I interested in this area and why is it important?</li> <li>c) What possible questions have emerged from my initial reading?</li> <li>d) Are there any ethical issues that I need to consider?</li> <li>e) What possible methods or approaches might be used for research in this area and why?</li> </ul>			
<b>Student Signature:</b>		<b>Date:</b>	
<b>Mentor Signature:</b>		<b>Date:</b>	

As preparation for the interim formal reflection session, students should do the following:

<b>Formal Reflection Meeting #2</b>			
<b>How to Prepare</b>			<b>Checkmark</b>
1) Present a refined and focused research question			
2) Demonstrate an in-depth research process and show mentor evidence of your research process			
3) Review the methodologies that you are using in your EE			
4) Formulate arguments based on the evidence you have collected			
5) Share your essay outline with your mentor			
6) Share your preliminary writing with your mentor			
7) Discuss your time management as it pertains to the EE			
8) Ask any questions that you may have about the first draft and what is expected			
<b>Student Signature:</b>		<b>Date:</b>	
<b>Mentor Signature:</b>		<b>Date:</b>	

As preparation for the final formal reflection session, students should do the following:

<b>Formal Reflection Meeting #3</b>			
<b>How to Prepare</b>			<b>Checkmark</b>
1) Be prepared to discuss your research process			
2) Be prepared to discuss your writing and editing process			
3) Share the most significant insights that you had as part of the EE process			
4) Share some of the challenges that you faced			
5) Share any unanswered questions that remain for you			
6) Review the assessment rubric and the grade descriptors as they pertain to your EE			
<b>Student Signature:</b>		<b>Date:</b>	
<b>Mentor Signature:</b>		<b>Date:</b>	



## Meetings and Check-ins with Mentor:

### Required Checklist

Candidate Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

**Note:** This form is for mandatory check-in points and formal meetings only. Students and mentors can meet more often to discuss other issues and work through the research process. This checklist and the other forms in this documentation section will be used to provide a grade in EE for the term report cards. As a result, you must submit all relevant documentation to Ms. Costopoulos by the required due date.

	Date of Meeting:	Subject of Meeting:	Mentor Signature:
First Formal Reflection Meeting		<ul style="list-style-type: none"> <li>• Initial ideas</li> <li>• Topics</li> <li>• Possible Approaches</li> <li>• Research Question</li> <li>• Ethical Considerations</li> </ul>	
Mentor Check-in #1		<ul style="list-style-type: none"> <li>• Feasibility Check</li> <li>• Research Question</li> </ul>	
Mentor Check-in #2		<ul style="list-style-type: none"> <li>• Research Readiness</li> <li>• Refined Research Question</li> <li>• Preliminary work on evaluating sources and bibliography</li> </ul>	
Mentor Check-in #3		<ul style="list-style-type: none"> <li>• CRAAP Test for Evaluating Sources</li> <li>• Annotated Bibliography</li> <li>• Preliminary Writing</li> </ul>	
Second Formal Reflection Meeting		<ul style="list-style-type: none"> <li>• Follow-up</li> <li>• Research Findings</li> <li>• Readings Completed</li> <li>• Organization and Planning</li> <li>• Preliminary Writing</li> </ul>	
Copy Conference		<ul style="list-style-type: none"> <li>• Discussion of first draft of EE</li> </ul>	



		<ul style="list-style-type: none"> <li>• Discussion of Rubric</li> <li>• Feedback from mentor</li> <li>• Where to go from here</li> </ul>	
Final Formal Reflection Meeting (viva voce)		<ul style="list-style-type: none"> <li>• Conclusions</li> <li>• Writing process</li> <li>• Challenges or setbacks</li> <li>• Academic honesty</li> <li>• Write final reflection</li> </ul>	

**Please note:** These meetings are not about ‘getting signatures’. They must be **meaningful** discussions that have occurred with your mentor. You mentor will not sign off if you have not engaged in discussion with them.