

Extended Essay Handbook

Introduction

The extended essay, a compulsory requirement of the IB diploma programme, is an independent, self-directed piece of research and an in-depth study of a focused topic chosen from one of your six chosen subjects for the IB diploma. It is intended to promote high-level research, writing skills, intellectual discovery, and creativity. It provides you with an opportunity to engage in personal research on a topic of your own choice under the guidance of a supervisor, one of your teachers at Luther. This leads to a major piece of a formally presented, structured writing, in which your ideas and research findings are communicated in a reasoned and coherent manner, appropriate to your chosen subject. At the completion of your written essay, your supervisor will conduct a short, concluding interview (viva voce).

The length of your extended essay will be no more than 4000 words (approximately 15-16 pages) and should take approximately 40 hours of work to complete.

You are, to a large extent, responsible for your own independent learning, through which you acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection. Whichever subject is chosen, the extended essay shares with the Theory of Knowledge course a concern with interpreting and evaluating evidence, and constructing reasoned arguments.

In working on your extended essay, you are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present your extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject with an understanding of the implications and the context of your research

List of approved subjects for an extended essay:

- English Literature
- French
- German
- History
- Environmental Systems & Societies
- Biology
- Chemistry
- Mathematics
- Music
- Film
- Visual Art
- World Religions
- World Studies (interdisciplinary – must select two disciplines from above)

Roles and Responsibilities

The role of you as the student will be to:

- choose a topic that fits one of the subjects approved by the extended essay list
- observe the regulations related to the extended essay
- acknowledge all sources of information and ideas in an approved academic manner
- identify your system of academic referencing
- record sources as your research progresses
- start work early
- plan how, when, and where you will find material for your essay
- meet deadlines
- create a clear structure for the essay itself before beginning to write
- check and proofread your final draft carefully
- become familiar with the assessment criteria
- maintain a good working relationship with your supervisor
- conduct all phases of the extended essay process with academic honesty

The role of your supervisor will be to:

- spend three to five hours in total with you as the student
- help you to select your topic and define your research question
- suggest materials and sources that may help you to focus on your question
- ensure that your chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues
- guide you in creating an outline and a first draft
- advise you on the presentation and documentation of sources
- read and comment on but not edit your first draft
- advise you on writing an abstract
- ensure that your essay is your own work
- read your final draft to confirm its authenticity
- conduct a *viva voce* (discussion)
- submit a predicted grade for your essay to IB and completes a supervisor's report

Sample Topic and Research Options

English Literature

There are three categories of English Literature EEs:

- Category 1 – Studies of one or more *literary works* originally written in the language in which the essay is presented
- Category 2 – 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.)
- Category 3 – Studies in *language* based on one or more texts originally written in the language in which the essay is presented, emphasizing the production and reception of texts in social, historical, and/or cultural contexts.

Category 1

Topic	The treatment of prejudice in novels
Research Question	How far are the approaches to prejudice and discrimination different in <i>To Kill a Mockingbird</i> and <i>The Kite Runner</i> ?
Approach	The identification of types of prejudice (religious, racial, caste, gender, as appropriate) in the novels and the selection of detailed incidents and/or character studies for close analysis. Some background research into 1950s America and Afghanistan between 1970 and the mid-1990s may be helpful in establishing a context for the argument and a comparative element to the discussion.

Topic	Social criticism in Nicanor Parra's poetry
Research Question	Is there a change in Nicanor Parra's social criticism in <i>Poemas y antipoemas</i> and <i>Hojas de Parra</i> ?
Approach	Using a selection of poems from two works of poetry written in two different moments in Parra's literary career (eg <i>Poemas y Antipoemas</i> and <i>Hojas de Parra</i>) this study will illustrate how social criticism has been embedded in Parra's work. The approach will focus on a selection of topics, themes and poetic techniques and his literary development using these two examples of early and later poetry from his career. This work will also use critical studies and other secondary sources that will help enlighten the approach of this research.

Category 2

Topic	The portrayal of childhood in novels
Research Question	In what ways, and to what purposes, do Nabokov's <i>Invitation of a Bezar</i> , <i>Invitation of a Bezar</i> and Proust's <i>Swann's Way</i> evoke memories of childhood?
Approach	A close analysis of both works, with reference to secondary source material if appropriate, and some comparative element to the discussion

Topic	The presentation of guilt in novels
Research Question	How important is the narrative structure to the way guilt is addressed by Bernhard Schlink in <i>The Reader</i> and Tim O'Brien in <i>The Things They Carried</i> ?
Approach	A close analysis of both works, with reference to secondary source material if appropriate, and some comparative element to the discussion.

Category 3

Topic	Gender
Research Question	How has the portrayal of men in male grooming products changed from the 1980s to date?
Approach	A careful analysis of the contexts and the devices employed in at least two specific advertising campaigns in the target language culture, with some comparative element to the discussion.

Topic	The use of persuasive language in motivational speeches
Research Question	By what means do Steve Jobs and Martin Luther King seek to inspire their particular audiences?
Approach	A careful analysis of the contexts and the rhetorical and emotive devices employed in Steve Jobs' Stanford University graduation commencement ceremony speech (2005) and Martin Luther King's "I Have a Dream" discourse (1963), with some comparative element to the discussion.

History

Topic	Varying interpretations of the Salem witch trials
Research Question	"Which theory best explains the Salem witch trials?"
Approach	Background reading is undertaken to enable identification and explanation of two dominant theories as to why the trials took place. The merits of the two theories are appraised using data obtained about the accused and the accusers.

Topic	Changing views of the 1962 Cuban missile crisis
Research Question	"How and why have explanations of the Cuban missile crisis changed since 1962?"
Approach	General reading is undertaken for a historical introduction and note taking. The views of a number of historians are summarized in order to understand, categorize, and evaluate selected explanations of the 1962 missile crisis of the 1960s, 1970s, and 1980s.

Biology

Topic	The distribution and growth of lichens on urban pavements
Research Question	"How are the distribution and growth of lichens affected by sulfur dioxide and ozone levels in the atmosphere?"
Approach	Thalus diameter and population density data is collected from selected sites in different parts of the city. This data is then correlated with published data on the levels of SO ₂ and O ₃ .

Topic	The effectiveness of commercial antibacterial cleaning agents
Research Question	"Are commercially available antibacterial cleaning agents effective at controlling the growth of E. coli on nutrient agar under laboratory conditions?"
Approach	Pure strain E. coli are grown on nutrient agar plates under controlled conditions. Filter paper discs soaked in samples of the antibacterial agents are placed on the agar plates and the zone of exclusion is measured and compared.

Topic	Altitude and physical fitness
Research Question	"Can a programme of training at high altitude have an impact on the fitness of an athlete?"
Approach	Using a digital heart-rate monitor, pre- and post-exercise heart rates and recovery times are measured for four athletes. These athletes then carry out a programme of training at 2.500 metres above sea level, after which heart-rate and recovery time data is once again collected. The pre- and post-training data is analysed and compared to published data.

Mathematics

Topic	The geometry of navigation
Research Question	“What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now we have man-made satellites?”
Approach	Using one of the two geometric representations of the earth (spherical or ellipsoidal), describe how maps and charts were produced to assist navigators in the past.

Topic	The exponential function and the measurement of age and growth
Research Question	“How does the exponential function, and its calculus, inform areas of science such as nuclear physics, geology, anthropology, or demography?”
Approach	Use one of the settings where exponential growth applies, perhaps modelling the world’s population, to describe the phenomena. Show how it is applicable in mathematical models of other real life situations.

Topic	Archimedes’ calculation of areas
Research Question	“What is the legacy of Archimedes’ calculations of circular and parabolic areas in today’s methods of integration?”
Approach	Describe how Archimedes determined the area of a circle by using inscribed polygons, leading also to his measurement of Pi. Continue with a description of his method of discovery for calculating the area of a parabola.

Film

Topic	Clint Eastwood as auteur
Research Question	“To what extent can Clint Eastwood be considered an auteur?”
Approach	An investigation into the origins of auteur theory and a discussion of whether Clint Eastwood’s work qualifies him to be considered an auteur, with specific reference to <i>Play Misty for Me</i> , <i>The Outlaw Josey Wales</i> , <i>Bird</i> , and <i>Million Dollar Baby</i> .

Topic	Neo-noir in colour
Research Question	“To what extent do the films <i>Chinatown</i> , <i>Blood Simple</i> , and <i>Pulp Fiction</i> qualify as film noirs?”
Approach	An investigation into the origins and characteristics of the films classified as film noir, and an assessment as to how far the films listed above can be defined as belonging to the same genre or style.

Music

Topic	Emotional tension in traditional music
Research Question	“How is emotional tension created and what is its significance in Japanese music?”
Approach	An investigation into the mechanism used in traditional Japanese music to create emotional tension, with reference to comparable examples in Western music.

World Studies

Topic	Culture, language and identity: music as an expression of political dissent
Research Question	To what extent can music be used as a method of political expression against oppressive regimes: a comparison of Shostakovich’s work (1932–45) under Joseph Stalin’s regime with Malek Jandali’s work (2000–) under Bashar al-Assad’s regime.
Approach	By analysing nine musical parameters of two composers as expressions of dissent under repressive regimes in different historical eras, and the contexts in which they were written and their reception, the student draws meaningful comparisons and contrasts using the skills of the historian and those of musical notation.

Topic	Health and development: multiple sclerosis and latitude
Research Question	To what extent do geographical factors play a role in the distribution of multiple sclerosis cases in Canada and Iran?
Approach	The essay challenges the suggested theory that MS is associated with high latitudes by looking at recent studies of Iran. Genetic factors and vitamin deficiency (biology), migration and environment (geography) are evaluated to enhance understanding

Topic	Health and development: economic growth and obesity
Research Question	How has globalization contributed to dietary changes and obesity in developed and developing countries?
Approach	The essay considers metabolic systems and the role of the endocrine system (biology) and recent qualitative and quantitative changes in diet in Liberia, Brazil and the USA to measure energy imbalance and a nutrition transition resulting from globalization (geography/economics).

Note: Once you select your subject, your supervisor will provide you with a more extensive description of extended essay guidelines and recommendations within that discipline such as sample topics, research questions, approaches, and interpretations of the assessment criteria.

Steps in Planning, Researching, and Writing the Extended Essay

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. Use ManageBac to submit your proposal to Mr. Frostad. (Select Mr. Frostad as your supervisor at this point.)
4. Teachers will review your proposal and assign a supervisor accordingly.
5. Discuss your preliminary ideas with your supervisor.
6. Undertake preparatory reading by exploring your topic through articles and/or books.
7. 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
8. Reflect on the challenges of choosing a subject and selecting a topic (complete your first reflection on ManageBac).

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 on ManageBac).

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 (review the handout from the Extended Essay Guide on your chosen subject).
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.

In writing your extended essay, begin with your introduction. Write your research question as a statement in which you clarify your position about the question. Essentially, answer your own question. Indicate the broad evidence supporting your position from your sources. If contextual information is important, include in your introduction.

For the body of your essay, present it in the form of a reasoned and well-supported argument. The shape and direction of your argument will vary according to your subject and research question, but make clear to your reader what relevant evidence you discovered, how you discovered it, and how it supports your argument.

As you write the first draft of the body of your essay, cite your sources. To add them later is a tiresome process. You also put yourself at risk of overlooking a reference, leaving you vulnerable to a charge of academic dishonesty.

Write your conclusion in which you emphasize the answer to your research question.

After completing your essay's body and conclusion, return to your introduction and revise it.

Once you have written your essay and consulted with your supervisor, write your abstract.

The writing of an extended essay is a lengthy process that cannot be effectively completed on a weekend. Schedule your writing time by determining how long it will take you to write certain sections. Plan on writing your first draft over many days if not several weeks.

Complete your bibliography and an appendix if needed.

Leave an entire day for proofreading and polishing as this will take many hours.

Writing Process: Final Draft

Using the recommendations of your supervisor and incorporating other information you may have researched, revise your first draft. In your revision process:

- add more detail to support your argument
- eliminate unnecessary information
- review your structure by confirming that your argument and analysis has a progressive and logical organization
- polish your introduction and conclusion
- clarify your expression
- strengthen your written expression by attending to your choice of diction and sentence constructions
- check the format and fullness of your citations
- confirm that your word count does not exceed 4000 words

Just when you think you are done, have someone other than your supervisor proofread your extended essay for minor errors.

Viva Voce and Final Reflection

Your supervisor, once they have read your final draft, will conduct a final interview (or, viva voce) with you. They will ask you clarifying questions about your work, and they will ask you to reflect on the research and writing process. After the final interview, write your final reflection on ManageBac.

Assessment

Your extended essay will be externally assessed by an IB examiner. In combination with your grade for Theory of Knowledge, your extended essay contributes up to three points to the total score for your IB diploma.

Diploma Points Matrix

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	Failing	Failing
	Good B	3	2	2	1	Failing	Failing
	Satisfactory C	2	2	1	0	Failing	Failing
	Mediocre D	2	1	0	0	Failing	Failing
	Elementary E	Failing	Failing	Failing	Failing	Failing	Failing
	Not Submitted	Failing	Failing	Failing	Failing	Failing	Failing

A student who fails to submit an extended essay will be awarded Failing and will score no points and **will not be awarded a diploma**.

Performance in both the extended essay and theory of knowledge of an elementary standard is a Failing condition for the award of the diploma.

See the handout on the Extended Essay Assessment Criteria for a detailed description of the categories by which your essay is evaluated.

Assessment Criteria

In your extended essay, you will be evaluated on the following five criteria.

Criteria	Maximum Marks
A Focus and Method <ul style="list-style-type: none">• Topic• Research Question• Methodology	6
B Knowledge and Understanding <ul style="list-style-type: none">• Context• Subject-specific terminology and concepts	6
C Critical Thinking <ul style="list-style-type: none">• Research• Analysis• Discussion and Evaluation	12
D Presentation <ul style="list-style-type: none">• Structure• Layout	4
E Engagement <ul style="list-style-type: none">• Process• Research Focus	6
Total	34

Detailed Descriptions of the Criteria

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.

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>The topic is communicated unclearly and incompletely.</p> <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 research question. <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 research question. <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> <p><i>(see next page)</i></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.
-----	---

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.

Achievement Level	Descriptor
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1-2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> • The selection of source material has limited relevance and is only partially appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>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> <p><i>(see next page)</i></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: Investigation

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

Achievement Level	Descriptor
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1-3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its application is not clearly relevant to the RQ. <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. • 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> <p><i>(see next page)</i></p>

<p>4-6</p>	<p>The research is adequate.</p> <ul style="list-style-type: none"> • Some research presented is appropriate and its application is partially 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.
<p>7-9</p>	<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; 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. <p><i>(see next page)</i></p>

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.

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>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>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. The structure and layout support the reading, understanding and evaluation of the extended essay. <p><i>(see next page)</i></p>

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the 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.

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	Engagement is limited. <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	Engagement is good. <ul style="list-style-type: none">• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
5-6	Engagement is excellent. <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 challenges experienced in the research process.• These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

Schedule of Tasks and Deadlines

Task	Deadline
1. Select a subject and brainstorm a list of possible topics.	
2. Ask a LCHS teacher in your chosen subject area to serve as your supervisor.	
3. Consult with your supervisor about your possible topics and approaches to conducting your research (Meeting 1) .	
4. Following your consultation with your supervisor about your topic, record notes about your reflections and planning.	
5. Begin preparatory reading about your topic.	
6. In consultation with your supervisor, construct a research question (Meeting 2 and First Reflection) .	
7. Begin preliminary research on your topic.	
8. Construct a working outline and discuss it with your supervisor (Meeting 3) .	
9. Following your consultation with your supervisor about your outline, record notes about your reflections and planning.	
10. Complete extensive research on your topic and discuss the writing of your essay with your supervisor (Meeting 4 and Interim Reflection) .	
11. Write a first draft with complete citations and a bibliography and discuss it to your supervisor for feedback (Meeting 5) .	
12. Following your consultation with your supervisor about your first draft, record notes about your reflections and writing.	
13. Write a final draft by extensively revising and editing your first draft.	
14. Submit your final draft with complete citations, bibliography, and abstract to your supervisor.	
15. Submit your extended essay for external evaluation.	
16. Complete the concluding interview (<i>viva voce</i>) with your supervisor (Meeting 5 and Final Reflection) .	

Formal Presentation

The extended essay has a set presentation that includes the following:

- title page
- contents page
- introduction
- body (development, methods, results)
- conclusion
- references and bibliography
- appendices (if needed)

The 4000 word limit does not include the following:

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

Your IB examiner will not read beyond the 4000 word limit. An essay that is well below the word limit, for example 3400 words, will likely receive a low grade. An essay that is above the word limit will be penalized.

Academic Referencing

Once you begin your research, you and your supervisor should determine your system of academic referencing, whether it be MLA (Modern Language Association), APA (American Psychological Association), or the Chicago Manual of Style. Whatever system you choose, you must use it consistently and accurately throughout your essay.

As you gather your sources of information and take your notes during the research phase of your extended essay, record complete citations in your chosen system of reference. If you overlook the identification of any of your sources of information, you are at risk of academic dishonesty; your supervisor may not be able to authenticate the academic honesty of your work.

What constitutes academic referencing?

A reference is a way of indicating to your reader where you have obtained your information. A reference provides all the information needed to find the source material. They must be cited because they acknowledge the work you used and enable your reader (and your supervisor) to consult the work and verify the data that you have presented.

You must give references whenever you quote or summarize someone else's work. They can come from different sources such as books, magazines, journals, newspapers, emails, internet sites, interviews, and lectures.

Caution should be exercised with information on websites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be elevated.

What is a citation?

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. How sources are cited varies with the particular documentation style that you have chosen.

Putting the Whole Essay Together

Include all of the following in the final presentation of your extended essay:

1. Title page
 - a. Your title should clearly and directly indicate the focus of your essay (avoid obscure and metaphorical titles).
 - b. Include the word count of your essay.
 - c. **Do not include your name or your candidate number anywhere on your essay.**
2. Contents page
 - a. List the sections and page numbers of your essay such as introduction, body, conclusion, and a works cited page.
 - b. Do not include the abstract in your contents page.
3. Introduction
 - a. Include a heading "Introduction".
4. Body
 - a. Include a heading "Body".
 - b. **Note:** You may change the title of the body of your essay to other titles (follow the advice of your supervisor).
5. Conclusion
 - a. Include a heading "Conclusion".
6. Bibliography
 - a. Include the primary and secondary sources of information to which you made references in your essay.
 - b. Follow one approved academic referencing guide in documenting these references.

FORMATTING YOUR EXTENDED ESSAY

Use 12-point, readable font. Double space. Number your pages. Do not include your name or school name in the title page or headers.

Because you will electronically upload a digital copy of your essay, save it as either a .docx or .pdf file. If you are including diagrams, maps, and tables, they must be digitally produced within your essay. No provision is made for the uploading of any media other than the essay itself.

SUBMITTING YOUR EXTENDED ESSAY

Once you complete your final draft, submit a **print and digital** copy (.docx or .pdf) to your supervisor on or before the due date. Your supervisor will inform you of your final due date. Should you not submit your essay by the due date, you are at risk of failing to complete a mandatory requirement of your diploma program. **IB does not accept late submissions.**

Writing your three reflections

As a requirement of your extended essay, you must complete a concluding interview with your supervisor (the *viva voce*) and write three formal reflections, which are designated on the Planning and Progress Form and which should be completed in ManageBac. The three reflections are:

1. First Reflection Session (following your supervisor's feedback on your research question)
2. Interim Reflection (following your supervisor's feedback on research process)
3. Final Reflection (following the *viva voce*)

What is the *Viva Voce*?

Once you have completed and submitted your extended essay, your supervisor will conduct a concluding interview with you. The purpose of this *viva voce* is to help you reflect on your planning, research, and writing processes as well as defend some of your central arguments within your essay. This discussion on your research and writing will help you to reflect on your intellectual growth while the defense of your ideas will confirm the authenticity of your work.

What should you include in your reflections?

To guide you in writing your reflections, consider the following:

- the helpful feedback and direction given to you by your supervisor,
- your progress during their research, planning, and writing processes such as the rationale and effectiveness of your choices,
- the struggle of time management and overcoming setbacks,
- the need to re-examine or even change central arguments,
- the challenges of finding appropriate sources and methodology,
- your engagement with the data, and
- a sense of your frustrations and successes.

TIP: Write your reflections following the set stages. Do not leave all three to write at the end because then your reflections will slip into general and cliché observations.

Your supervisor will include his or her own comments following the *viva voce* and the number of hours he or she spent with you which will not exceed a maximum of 5 hours. These comments on your research journey, especially your intellectual initiative, depth of understanding and insight, will guide the IB examiner in his or her assessment of your extended essay.

EXTENDED ESSAY CHECKLIST

- find a subject and a supervisor
- ask my supervisor for recommended sources of information
- read about my topic and decide on my research question
- get my supervisor's approval of my research question
- write my first reflection
- confirm with my supervisor an approved academic referencing system (MLA, APA, Chicago Manual of Style)
- schedule my interim due dates for the different stages of the essay (you and your supervisor should negotiate these dates)
- attend the library orientation at the University of Regina
- record my sources in ManageBac at the time that I first read or view them
- get my supervisor's approval of my outline
- create my own schedule for writing my draft
- ask my supervisor to read part of my first draft before writing the entire draft of the essay
- when feeling stressed, talk to your supervisor
- submit my final draft to my supervisor
- revise my essay according to my supervisor's feedback
- write my interim reflection
- have someone other than my supervisor proofread my essay for clarity of expression and minor errors in spelling and mechanics
- confirm that I have met the formatting, presentation, and submission requirements for the essay
- complete the concluding interview with my supervisor
- celebrate my accomplishment in writing a 4000-word independent essay