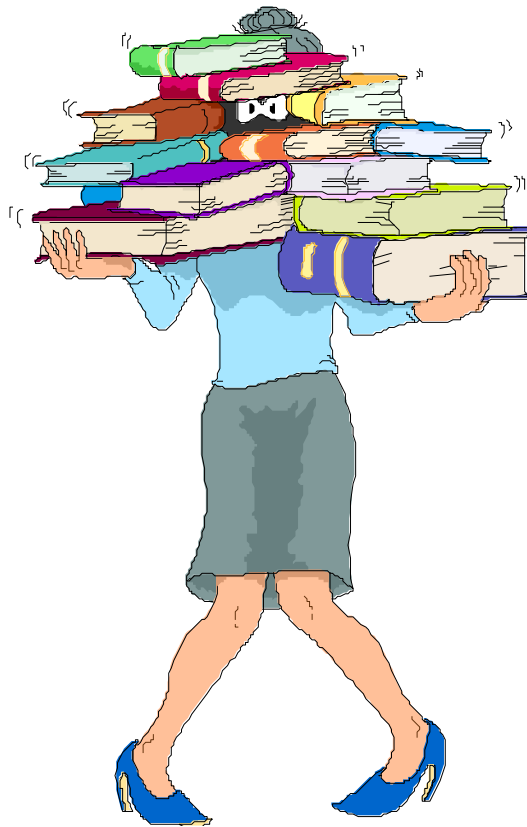


# Extended Essay Guidelines



## The Extended Essay ...*in brief*

- ✓ A 4000 word study of a topic of special interest
- ✓ Provides you with the opportunity to engage in independent research while having a teacher as an advisor
- ✓ It may be written in one of 60 subjects, including languages.
- ✓ It is a mandatory component of the IB diploma.
- ✓ Essays will be assessed externally.
- ✓ With TOK, it can contribute up to 3 bonus points.
- ✓ Facilitates the transition from school to university.

## The Nature of the Extended Essay

The extended essay is an in-depth study of a topic chosen from one of the subjects offered in the IB program. Its purpose is to acquaint you with the kind of independent research and writing skills expected by universities. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines.

## List of Subjects

Your extended essay topic must fall under one of the subjects listed below. **You do not need to be studying this subject in your diploma.**

Art/Design	Biology	Business & Organization
Chemistry	Classical Languages	Computer Science
Design Technology	Economics	Environmental Systems
Geography	History	Mathematics
Music	Peace & Conflict Studies	Philosophy
Physics	Politics	Psychology
Social Anthropology	Theatre Arts	World Religion

You can also write an extended essay for literature in English or a foreign language. Your subject would be English or French, Spanish etc. You are not allowed to submit a group 2 extended essay in a language which they are offering as a language A1 in their diploma.

**Check out past students essays in the library!**

## Choice of Topic

The topic is a particular area of a chosen subject. You should choose a topic that is both interesting and challenging to you. If possible, the topic should also relate to your surroundings and or cultural background. The topic chosen should be limited in scope and sufficiently narrow to allow you to examine an issue in depth. It should present you with the opportunity to collect or generate information and/or data for analysis and evaluation. This is why many students choose a science as their subject - they can run their own experiment and get their own results. You are not expected to make a contribution to knowledge. *For example, if you choose mathematics as your subject, you are not expected to invent a new theorem.*

A broad topic is unlikely to result in a successful extended essay. A topic which requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay.

## The Research Question

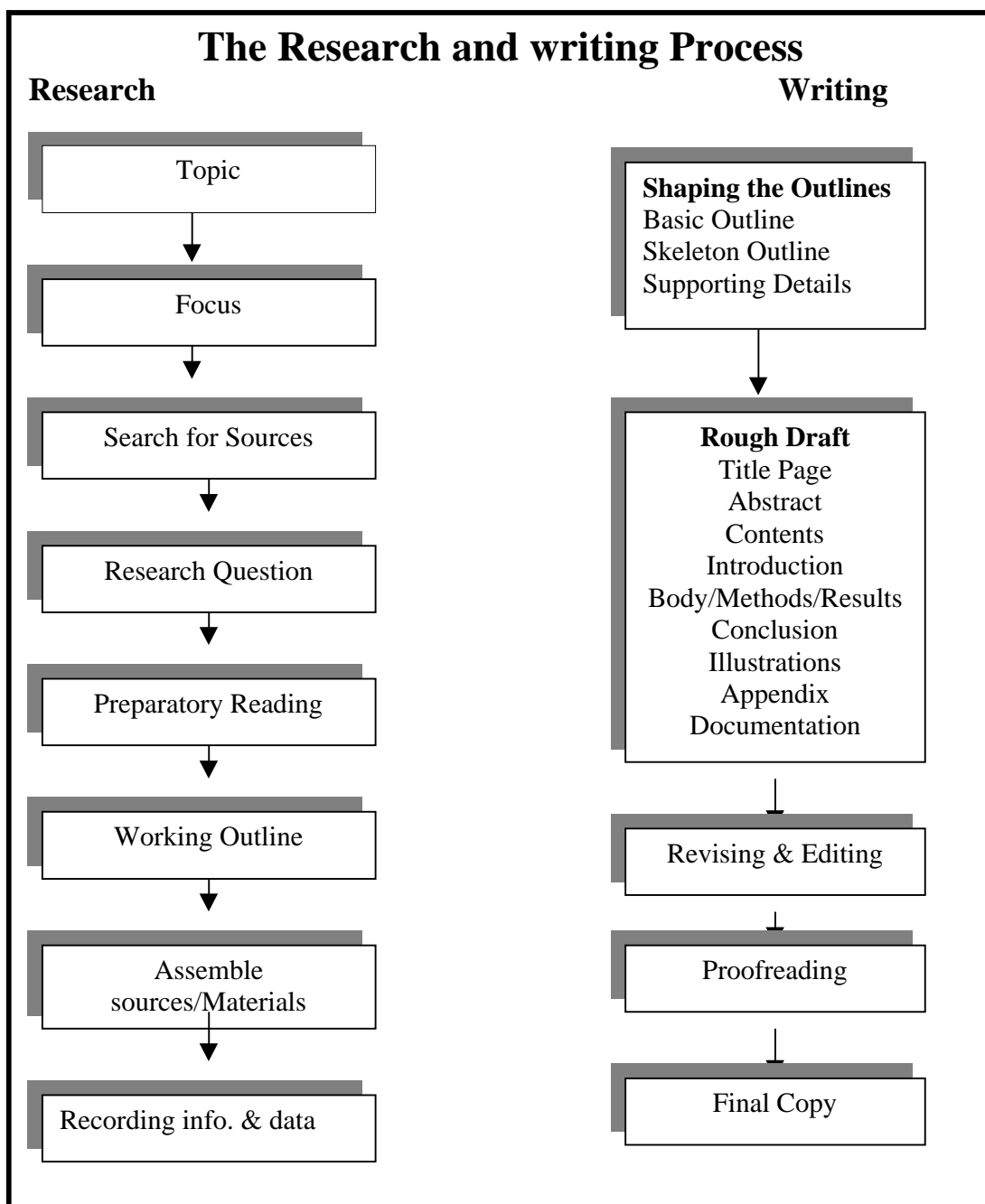
When an appropriate topic has been chosen, you should narrow the focus of the investigation and formulate a specific research question. For many extended essays this will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are acceptable. By frequently referring to the research question, you should be able to maintain the purpose and orientation of the investigation.

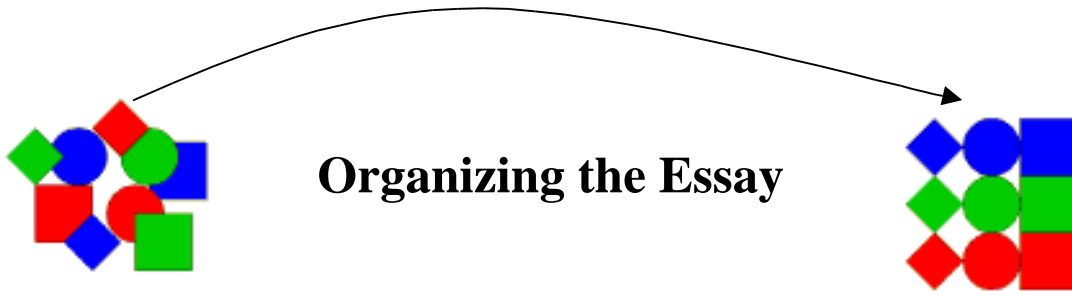
Examples of inappropriate topics with an appropriate topic

- ✓ *"Vitamin C levels in lime juice" versus "An experimental study to determine if vitamin C levels decrease in lime juice under simulated supermarket and street vendor conditions"*
- ✓ *"e-commerce in Thailand" versus "Why then is Siam2You.com still alive and kicking?"*
- ✓ *"Imaginary Numbers" versus "the reality of imaginary numbers- What are they, do they really exist, where and how did they originate and why do we need them/"*
- ✓ *"North and South Korea" versus "Will unification be achieved as a result of the process and efforts being made between the two Koreas"*

# Regulations

- Every IB diploma student must submit an extended essay.
- Each student will select a teacher to act as an advisor. The chosen teacher needs to accept the offer and be a teacher relevant to the subject chosen.
- Extended essays in groups 1 and 2 must to be written in that language. All others must be written in English.
- Malpractice, such as plagiarism or collusion, will be dealt with severely.





## **Introduction**

The introduction should include:

- ✓ An indication of why the topic chosen is interesting, important or worthy of study.
- ✓ Some background information and an attempt to place the topic in appropriate context.
- ✓ An indication of whether the topic has been narrowed to a focus of more manageable proportions.
- ✓ A clearly and precisely stated research question.
- ✓ A clear concluding statement of the thesis and argument, i.e. the response to the research question that will subsequently be developed in the body of the essay.

## **Body/Development**

The essential feature of the body is a convincing answer to the research question. The structure and approach will depend on the subject in which the essay is being undertaken. Some subjects may require sub-headings for major sections within the main body. Scientific investigations will usually have separate sections for method and results. In other subjects, sub-headings should be avoided because they disrupt the flow and unity of an essay.

## **Conclusion**

The requirements of a conclusion are that it

- ✓ Is clearly stated
- ✓ Is relevant to the research question being investigated
- ✓ Is substantiated by the evidence presented
- ✓ Indicates issues, unresolved questions and new questions that have emerged from the research.

# Formal Presentation

The extended essay should be written in a clear, correct and formal style appropriate to the subject from which the topic is drawn. Use a word processor.

## The Length of the Extended Essay

The upper limit is 4000 words and essays should be at least 3500 words. The upper limit includes the introduction, the body, the conclusion and any quotations, but does **not** include:

- the abstract
- acknowledgements
- the contents pages
- maps, charts, diagrams, annotated illustrations and tables
- the references/bibliography
- appendices

Essays in excess of 4000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

## Title

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

Examples:

Title (Geography)	<i>The influence of distance on agricultural land use patterns in New South Wales, Australia</i>
Research question:	Is there a characteristic pattern in the use of agricultural land with distance away from central places in New South Wales?
Title (English A1)	<i>Religious imagery in <u>Wuthering Heights</u></i>
Research question	What is the nature and function of the religious imagery used in <u>Wuthering Heights</u> ?
Title (Mathematics)	<i>An investigation into polynomial functions</i>
Specific Issue	Observations of the characteristics of the polygonal cycloids obtained by rolling regular polygons along a straight line

## **Abstract**

An abstract not exceeding 300 words must be included. It does not serve as an introduction but presents a synopsis of the extended essay, and therefore should be written last.

The minimum requirements for an abstract are to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion/s of the essay

It should be placed immediately after the title page.

## **Contents Page**

A contents page must be placed after the abstract and all pages should be numbered. An index is not required.

## **Illustrations**

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are well labelled and can be easily read. This must be directly related to the text and acknowledged where appropriate. The use of photographs and postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

## **References/Bibliography**

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay, derived from another source. Failure to do this will be viewed as plagiarism.

The bibliography or list of references should only include those works, such as books and journals, that have been consulted by you. It is good practice to study a major style of referencing appropriate to the subject of the essay so that you can present your references professionally.

Each work consulted, regardless of whether or not it has already been cited as a reference, must be listed in the bibliography. The bibliography should specify:

author/s, title, date and place of publication, and the name of the publisher following consistently one standard method of listing sources. Possible examples are:

Peterson, A. D. C. *Schools Across Frontiers: the story of the International Baccalaureate and the United World College*. La Salle, Illinois: Open Court, 1987

Peterson, A. D. C (1987), *Schools Across Frontiers: the story of the International Baccalaureate and the United World College*. Open Court : La Salle, Illinois

## **Appendices**

Appendices are not an essential section of the essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main part of the essay. Unless considered essential, complete list of raw data should not be included in the extended essay.

## **The Use of Other Media and Materials**

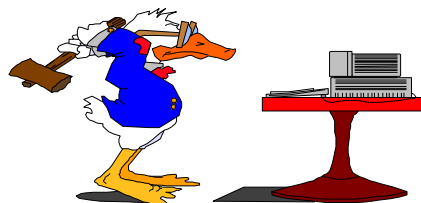
Apart from graphic material, materials in other media may be submitted only as supporting appendices and should not detract from the written extended essay.

Computers - the use of computers is encouraged where they are appropriate as tools for analysing data relevant to the subject of the extended essay. Material such as hard copy of computer output may be included in the original essay, but any associated program should be referred to or reproduced, if original, only as an appendix.

Videotapes - the use of videotapes as supporting material is not acceptable.

Audiotapes - the use of audiotapes as supporting material is permissible, but is not encouraged, and extra merit will not be given for the inclusion of audiotapes in support of an extended essay. Digital audiotapes are not acceptable.

Specimen materials - specimen materials used in or produced by investigations do not form part of the extended essay and must not be submitted. Photographic evidence may be submitted in place of such material.



# Assessment of Extended Essays

## Use of Assessment Criteria

Essays are externally assessed and the maximum score possible is 36. This is divided into 24 points from General Assessment Criteria and 12 points from Subject Assessment Criteria

## General Assessment Criteria

There are eight general assessment criteria. For each, different degrees of quality are described by a set of achievement levels. These criteria are mainly concerned with the writing of the abstract and conclusion, the use of information and data, and the overall presentation.

## **A** Research Question

### *Achievement Level*

- 0** The research question (or specific issue to be investigated) is not stated.
- 1** The research question (or specific issue to be investigated) is stated but not in a precise manner.
- 2** The research question (or specific issue to be investigated) is clearly and precisely stated but it is too broad in scope to be effectively treated within the word limit.
- 3** The research question (or specific issue to be investigated) is clearly and precisely stated and is sharply focused and is therefore susceptible to effective treatment within the word limit

## **B** Data Information

### *Achievement Level*

- 0** The data gathered/generated and/or background information selected is completely irrelevant to the research.
- 1** The data gathered/generated and/or background information selected is largely irrelevant to the research.
- 2** The data gathered/generated and/or background information selected is generally relevant to the research.
- 3** The data gathered/generated and/or background information selected is directly relevant to the research.

# C Analysis/Evaluation

## *Achievement Level*

- 0** There is no attempt to analyse/evaluate the data/information derived.
- 1** There is some attempt to analyse the data/information derived, but the techniques of analysis are inappropriate or incorrectly applied. Where an evaluation is appropriate, it is subjective with no attempt to recognise alternative interpretations.
- 2** The data/information derived has been analysed, but not all techniques are correctly applied. There may be some attempt to apply inappropriate techniques.
- 3** The data/information derived has been analysed using appropriate and correctly applied techniques. Where an evaluation is appropriate, different interpretations have been considered.
- 4** The data/information derived has been systematically and competently analysed using appropriate and correctly applied techniques. Where an evaluation is appropriate a range of interpretations have been considered and their merit appraised.

# D Discussion/Argument

## *Achievement Level*

- 0** The major part of the discussion/argument is not relevant to the research question (or specific issue being investigated)
- 1** The discussion/argument is not relevant to the research question (or specific issue being investigated)
- 2** The discussion/argument is consistently relevant to the research question (or specific issue being investigated) but is not organised.
- 3** The discussion/argument is consistently relevant to the research question (or specific issue being investigated) but is difficult to follow owing to the way it is organised.
- 4** The discussion/argument is consistently relevant to the research question (or specific issue being investigated) and is well organised and therefore easy to follow.

# E Conclusion

## *Achievement Level*

- 0 No attempt has been made to provide a conclusion to the essay.
- 1 The conclusion is confusing and/or irrelevant to the research question.
- 2 The conclusion is relevant to the research question but is not substantiated by the evidence presented. In cases where it may have been appropriate to do so, no reference is made to unresolved questions or new questions that have emerged from the research.
- 3 The conclusion is clearly stated and is relevant to the research question and is substantiated by the evidence presented. If appropriate, limited reference is made to unresolved questions and new questions that have emerged from the research.
- 4 The conclusion is clearly stated, is relevant to the research question and fully substantiated by the evidence presented. If appropriate, the conclusion clearly indicates unresolved questions and new questions that have emerged from the research.

# F Abstract

## *Achievement Level*

- 0 An Abstract is not included **or** the Abstract exceeds the 300 word limit.
- 1 Within the Abstract, the topic, the research question, the scope of the investigation and the conclusion(s) reached are not all clearly stated and/or one or more of these requirements is/are omitted.
- 2 Within the Abstract, the research question, the scope of the investigation and the conclusion(s) reached are all clearly stated.

# G Requirements of the Extended Essay

## *Achievement Level*

- 0 The essay exceeds 4200 words.
- 1 The essay is within 4200 words. The student has received a **poor** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

**2** The essay is within 4200 words. The student has received an **adequate** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

**3** The essay is within 4200 words. The student has received a **good** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

- The essay is within 4200 words. The student has received an **excellent** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

### **Subject Assessment Criteria**

Each subject has its own set of assessment criteria with different degrees of quality being described by a set of achievement levels. These can be found on the schools IB website. *An extended essay which is inappropriate to the subject in which it is registered will score zero on the subject assessment criteria.*

## **Overall Assessment**

The total score obtained will be used to determine in which of the following bands the extended essay will be placed. This band, in conjunction with the band for TOK, determines the diploma points awarded for these two requirements. The band descriptions are:

- A Work of an excellent standard
- B Work of a good standard
- C Work of a satisfactory standard
- D Work of a mediocre standard
- E Work of an elementary standard

### **The Extended Essay/TOK Points Matrix**

<b>Theory of Knowledge</b>						
<b>Extended Essay</b>	Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not Submitted
Excellent <b>A</b>	3	3	2	2	1	N
Good <b>B</b>	3	2	1	1	0	N
Satisfactory <b>C</b>	2	1	1	0	0	N
Mediocre <b>D</b>	2	1	0	0	0	N
Elementary <b>E</b>	1	0	0	0	FAIL	N
Not Submitted	N	N	N	N	N	N

For example, if you score a B for the extended essay and a C for TOK, you will be awarded 1 point out of the three points.

## Extended Essay Checklist

c/o <http://www.gre.ac.uk>

### Judge your essay against these criteria:

- ✓ Is the essay a reasoned argument in which the writer endeavours to persuade a skeptical reader of the justifiability of the line of argument adopted?
- ✓ Is there an argument? Is each part of it clear? Is it easy to understand and does it make sense? (The argument should be clear from the beginning and not tacked on the end)
- ✓ Does the essay develop logically through a series of arguments or points?
- ✓ What evidence is used to support arguments (too little, too much, inappropriate)?
- ✓ Does the essay show evidence of the imaginative use of a variety of sources (precising one or more source is not adequate)?
- ✓ Is the essay clear and readable? (Pay attention to grammar and spelling)
- ✓ Does the essay contain repetitive or irrelevant material?
- ✓ Has a bibliography of all materials consulted been included?
- ✓ Are all quotations properly footnoted?
- ✓ Is a word count been included, and is the essay within limits?

**Presentation:** Has the essay been word processed, allowing space-and-a-half between lines (not single space) and a 12-point font?

### Multimedia/Web features of the essay:

- \* Is the essay attractively laid out?
- \* Is it presented in a readable fashion?
- \* Have gimmicks -- bells and whistles -- taken over from functionality and fitness for purpose?
- \* Are graphics used; do they contribute to the overall thrust of the essay; are they referred to in the text?
- \* Are links used to Web sites; are they relevant; are there any dead links?
- \* Have any hyperlink pages been created; do they contain relevant additional information /primary material?
- \* Is navigation easy; do you always know where you are?

## Our Agreements

- You will read and understand the general guidelines as well as the guidelines specific to the subject that you have chosen.
- You will abide by the deadlines overleaf
- You will understand and abide by the school policy with regard to academic honesty, and shall cite all references and sources of ideas, quotations, data, diagrams, illustrations etc.

*You will understand that the role of your supervisor will be to:*

- Encourage and support you in your efforts
- Provide advice of a subject specific nature.
- Make sure that the work is your own.
- Complete the supervisor report

*You will understand that the role of your supervisor will **not** be to:*

- Get you started and tell you what to do.
- Give you a research question.
- Give you the resources
- Edit your work.
- Remind you of the deadlines
- Chase you to be able to read a draft and offer advice

## Due Dates

It is very important that you keep to this time line and meet with your advisor. Keep all outlines and drafts of your work and an extra backup disk.

On the following dates, you must submit one copy to your advisor and one copy to me.

<b>By This Date</b>	<b>You Will Have</b>
Tuesday, October 1 <sup>st</sup> , 2002	Decided on a subject, topic, research question and chosen an advisor
Monday, November 25 <sup>th</sup> , 2002	An outline of a plan for your research and/or experiments
Wednesday, May 7 <sup>th</sup> , 2003	Prepared a working outline of your essay
Tuesday, September 2 <sup>nd</sup> , 2003	Completed your first draft
Friday, November 28 <sup>th</sup> , 2002	<b>Given your final draft to your advisor</b>
Friday, January 9 <sup>th</sup> , 2004	<b>Two copies of your essay to me bounded and ready to be sent</b>

# EXTENDED ESSAY

Name: \_\_\_\_\_

Subject \_\_\_\_\_

Topic \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Research Question \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's name \_\_\_\_\_

Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_