Luther Burbank High School

AN INTERNATIONAL BACCALAUREATE SCHOOL

Diploma Programme

**Extended Essay**

**STUDENT GUIDE**

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Class of 20\_\_\_\_\_

**EE Coordinator**

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Contents

[What is the Extended Essay? 5](#_Toc137541649)

[Why do I have to write the Extended Essay? 5](#_Toc137541650)

[Supervisor Assignment and Role 5](#_Toc137541651)

[Extended Essay Timeline 6](#_Toc137541652)

[A note on topic, title, and research question. 7](#_Toc137541653)

[Developing a research question 8](#_Toc137541654)

[Five steps to developing a research question 8](#_Toc137541655)

[Example Research Questions 9](#_Toc137541656)

[Writing the Extended Essay 10](#_Toc137541657)

[Title page 10](#_Toc137541658)

[The title 10](#_Toc137541659)

[Contents page 11](#_Toc137541660)

[The introduction 11](#_Toc137541661)

[Body of the essay (research, analysis, discussion, and evaluation) 11](#_Toc137541662)

[Conclusion 12](#_Toc137541663)

[References and bibliography 12](#_Toc137541664)

[Presentation 12](#_Toc137541665)

[Title page 12](#_Toc137541666)

[Word counts 13](#_Toc137541667)

[Illustrations 13](#_Toc137541668)

[Tables 14](#_Toc137541669)

[Headers 14](#_Toc137541670)

[Footnotes and Endnotes 14](#_Toc137541671)

[Appendices 14](#_Toc137541672)

[Reliance on external resources 15](#_Toc137541673)

[Specimen materials 15](#_Toc137541674)

[Academic honesty 15](#_Toc137541675)

[Bibliography 15](#_Toc137541676)

[Citations 16](#_Toc137541677)

[Referencing 16](#_Toc137541678)

[Referencing online materials 16](#_Toc137541679)

[Accessing sources: technology literacy—using electronic sources 17](#_Toc137541680)

[Using online encyclopedias and other similar information websites 17](#_Toc137541681)

[Use of computer programs 18](#_Toc137541682)

[Use of AI 18](#_Toc137541683)

[Proofreading 18](#_Toc137541684)

[Extended Essay Timeline Planner 19](#_Toc137541685)

[Supervisor Meeting Tracker 20](#_Toc137541686)

[Check-in Sessions: 20](#_Toc137541687)

[Check-in Sessions Tracker 20](#_Toc137541688)

[Formal Reflection Sessions 21](#_Toc137541689)

[EE/RPPF 22](#_Toc137541690)

[First reflection session 22](#_Toc137541691)

[Interim reflection 24](#_Toc137541692)

[Final reflection - Viva voce 25](#_Toc137541693)

[EE/RPPF 26](#_Toc137541694)

[Assessment Overview 27](#_Toc137541695)

[Extended Essay Rubrics 28](#_Toc137541696)

[Criterion A 28](#_Toc137541697)

[Criterion A: Focus and method 28](#_Toc137541698)

[Criterion B 30](#_Toc137541699)

[Criterion B: Knowledge and understanding 30](#_Toc137541700)

[Criterion C 31](#_Toc137541701)

[Criterion C: Critical thinking 31](#_Toc137541702)

[Criterion D 32](#_Toc137541703)

[Criterion D: Presentation 32](#_Toc137541704)

[Criterion E 33](#_Toc137541705)

[Criterion E: Engagement 33](#_Toc137541706)

[Grade Descriptors 34](#_Toc137541707)

[Extended Essay Research: Source Evaluation Sheet 36](#_Toc137541708)

[Creating an Annotated Bibliography 39](#_Toc137541709)

[Example Annotated Bibliography using one source 39](#_Toc137541710)

[Research Question, Action Plan and Annotated Bibliography Rubric 40](#_Toc137541711)

# What is the Extended Essay?

The Extended Essay is a 3,800-4,000 word essay on a topic of the student’s choosing based on personal research, and written under the guidance of a supervisor.

## Why do I have to write the Extended Essay?

Diploma Programme students need to write an Extended Essay so that they develop the research and writing skills they will need to be successful in college.

## Supervisor Assignment and Role

Although the Extended Essay is an independent task, you, the student, will be guided through the process by an appointed Supervisor.

The supervision and reflection process is to ensure that you are given the opportunity to explore ideas, issues, and challenges in a supportive environment.

Using evidence from the Researcher’s reflection space, you, the student, can engage in discussions with your supervisor about the direction and progress of your research establishing working objectives and timelines.

# Extended Essay Timeline

|  |  |  |
| --- | --- | --- |
| **Date** | **Grade** | **EE Timeline** |
| Start of February | 11th | * Introduction of the Extended Essay * Handbook (HB) Review and Managebac (MB) Tutorials * Begin Brainstorming the Subject and Topic using the EE Brainstorming Worksheet |
| End of February | 11th | * Select the subject and topic on ManageBac under the worksheet tab * Read the Subject Specific Guide * **Supervisors assigned** |
| Beginning of March | 11th | * Create the “To-Dos” list on Managebac * **Schedule the first meeting with your supervisor** * Create a research question |
| Middle of March | 11th | * Meet with your supervisor for the “**First Reflection Session**” (10-15 minutes minimum) * Complete the **First Reflection session summary** on ManageBac under the Planning and Progress Form Tab * Begin researching |
| End of March | 11th | * Research: 1-5 sources and complete the source evaluation sheet for each |
| Beginning of April | 11th | * Research: 6-10 sources and complete the source evaluation sheet for each * **Set up a meeting with your supervisor** |
| Middle of April | 11th | * Meet with your supervisor for the “**Interim Reflection Session 1**” (15-20 minutes minimum) to discuss the research. * Complete the **Interim Reflection session summary** on Managebac under the Planning and Progress Form Tab |
| End of April | 11th | * Review the subject specific criterion (know what you will be graded on) * Planning the EE: The EE Prewrite Worksheet * **Set up a meeting with your supervisor** |
| Beginning of May | 11th | * Meet with your supervisor for the ”**Interim Reflection session 2**” (15-20 minute minimum) to discuss the Prewrite worksheet. * Add to the **Interim Reflection session summary** on ManageBac under the Planning and Progress Form Tab. |
| Middle of May | 11th | * Fill out the Extended Essay Outline template * Draft the Introduction |
| End of May | 11th | * Begin drafting the Extended Essay |
| End of August | 12th | * Complete your draft of the Extended Essay * Set up a meeting wit your supervisor |
| Beginning of September | 12th | * Meet with your supervisor for the “**Interim Reflection Session 3**” (20-30 minute minimum) to discuss the Extended Essay draft * Add to the **Interim Reflection session summary** on ManageBac under the Planning and Progress Form Tab. * Begin revisions of the Extended Essay |
| End of October | 12th | * **Upload final Extended Essay to ManageBac** * Complete your portion of the RPPF * **Schedule final meeting aka Viva Voce with your supervisor** |
| Start of November | 12th | * Meet with your supervisor for the “**Final Reflection Session (Viva Voce)**” (15-20 minute minimum) to discuss the process and Extended Essay as a whole. |

# A note on topic, title, and research question.

It is important that students understand the distinction between the terms topic, title, and research question.

The topic of the extended essay is the subject, issue or theme that you are investigating within a specific DP subject or world studies area of study. Th topic, which develops during the initial thinking about the EE, should later be reflected in the wording of the title.

The title of the EE is a clear, summative statement that specifically focuses on the topic being researched. It appears on the title page. A title should:

* Be short, descriptive and succinct.
* Not be phrased as a question.
* Use keywords that connect with the topic and the DP subject or world studies area of study.
* Attract the interest of the reader.

The research question derives from the title and is expressed as a question that is intended to be answered through researching and writing the EE. It appears on the title page and could also be visible as a header throughout the essay. It should:

* Be clear and focused.
* Provide a path through which you can undertake achievable research.
* Use keywords that connect with the topic, the title, and the DP subject of world studies area of study.
* Support the development of an argument.

# Developing a research question

All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.

A research question is a clear and focused question centered on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to.

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

Supervisors should note that unfortunately the IB is unable to comment on the suitability of individual research questions. This is because the development of an appropriate research question forms part of the assessment. Should supervisors require support or advice with regard to possible research questions, they can access the extended essay guide for their specific subject area on myIB. They can also talk to the EE Coordinator or DP Coordinator.

# Five steps to developing a research question

**Step 1:** Choose a subject and topic that is of interest.

* Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.

**Step 2:** Carry out preliminary reading.

* After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:
  + What has already been written about this topic?
  + Was it easy to find sources of information?
  + Is there a range of different sources available?
  + Is there a range of views or perspectives on the topic?
  + What interesting questions have started to emerge from this reading?

**Step 3:** Consider the emerging questions.

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

**Step 4:** Evaluate the question.

* Once possible research questions have been posed, they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.
  + **Clear:** Will the reader understand the nature of my research? Will it direct the research being undertaken?
  + **Focused:** Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?
  + **Arguable:** Does the research question allow for analysis, evaluation and the development of a reasoned argument?

**Step 5**: Consider research outcomes.

* Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:
  + Suggesting possible outcomes of the research
  + Outlining the kind of argument they might make and how the research might support this
  + Considering options if the research available is not sufficient to support a sustained argument

## Example Research Questions

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

|  |  |
| --- | --- |
| **Unclear, unfocused and unarguable research questions** | **Clear, focused, narrow research questions lending themselves to in-depth research** |
| What was the impact of HO Chi Minh’s allegiance to Lenin? | To what extend was nationalism the guiding factor in Ho Chi Minh’s adoption of Leninism in 1920? |
| What is the history of Chinese theatre? | How does the legacy of Mei Lan Fang contribute to modern Jingju? |
| How important is chlorophyll to plant life? | What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll? |
| How can the US government’s spending policy be reformed? | To what extent did the rising COW prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012-16? |

NOTE: A question that is unclear or too broad will result in a narrative overview of the issue or event being discussed and provide little scope for analysis and reasoned argument. The result of this is that examiners will not be able to apply the range of marks available in the assessment criteria, particularly in relation to criterion C (critical thinking).

# Writing the Extended Essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. More details about each element are given in the “Presentation” section. Please note that the order in which these elements are presented here are not necessarily the order in which they should be written. Please see the “Extended Essay Timeline” and/or speak with your Supervisor.

Six required elements of the extended essay:

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

## 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 or literature essay, also state which category it falls into; if it is a world studies essay, also state the theme and the two subjects utilized)
* Word count
  + If footnotes have been used for anything other than referencing, the word count stated on the coversheet should also include the footnotes, with an explicit statement that the stated word count includes explanatory footnotes.

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

## 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 *Dr Faustus*? |
| 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? |

## Contents page

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

## The 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 caries 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 on 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

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. For more information on this, refer to the guidelines in the IB document—effective citing and referencing.

Writing the essay takes time but if students have used their research’s reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

# 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 suggested.

* Font, size, and spacing conducive to on-screen marking
* Page numbering
* No candidate, supervisor, or school name on the title page, page headers, appendices, or acknowledgment pages
* The file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is not part of the overall file size of the essay.)

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.

## Title page

The title page should include:

* Title of the essay
* Research question
* Subject for which the essay is registered (if it is a language or literature essay, also state which category it falls into; if it is a world studies essay, also state the theme and the two subjects utilized)
* Word count

## Word counts

The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count.

|  |  |
| --- | --- |
| **Included in the word count** | **Not included in the word count** |
| The introduction | The contents page |
| The main body | Maps, charts, diagrams, annotated illustrations |
| The conclusion | Tables |
| Quotations | Equations, formulas, and calculations |
| Footnotes and/or endnotes that are not references | Citations/references (whether parenthetical, numbered, footnotes or endnotes) |
|  | The bibliography |
|  | The *Reflections on planning and progress form* (RPPF) |
|  | Headers |

## 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 clearly labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure that the examiner understands the significance of the map, chart, diagram, or illustration. It must not include commentary, as this will be considered as past of the essay discussion and thus included in the word count.

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

## Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

## Headers

Students may wish to use the header function for their research question, so that it appears on each page. This may help retain focus.

## Footnotes and Endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this must be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

One appropriate use of footnotes is for the placement of the original quotation (where the original quotation is in a language other than the language of registration). This use of footnotes would not need to be included in the word count.

As footnotes and endnotes are not an essential part of the extended essay, students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

## Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

* An exemplar of a questionnaire or interview questions
* An exemplar of permission letters
* Group 1, category 1 essays: copies of poems or short stories (of less than three pages)
* Group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
* Language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
* An external mentor letter, where one has been used
* Raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

## Reliance on external resources

Irrespective of the subject, the extended essay should be a complete piece of independent research modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay. Material that is pertinent to the argument being made must be contained in the essay itself to be considered by examiners in their assessment of it.

As with appendices, if information central to the argument is included in the external link, it is treated as though the point has not been made and such could affect different criteria, for example, criterion C (critical thinking), depending on the quality of the other analyses.

## 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.

# Academic honesty

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student’s understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

## 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.

## Citations

A citation is a shorthand method of making a reference in the body of the essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provide the reader with accurate references so that they can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

## Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else’s work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites, interviews, etc.

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor or school librarian should help the student decide on a style for the particular subject of the essay. It is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB’s minimum requirements. When choosing the style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

*NOTE: When in doubt, cite where you found the information. Do not assume a subject area is common knowledge because likely, it is not.*

## Referencing online materials

References to online materials should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. With regard to electronic sources, the requirement of the IB for date stamping supersedes the requirements of the chosen referencing system. In other words, all electronic sources must be date stamped by including the date the student accessed the resource (for example, accessed 12 March 2013). Caution should be exercised with information found on websites that do not give references that cannot be cross-checked against other sources. The more important a particular point is to the essay the more quality of its source needs to be evaluated.

## Accessing sources: technology literacy—using electronic sources

Using the internet as a resource for finding information is more and more commonplace, and it is a tremendous resource. However, it must be used critically and with care. One important thing to be aware of it is that unlike resources found in a library in printed form, those on the internet may not have been through a review or editing process.

Students should:

* Know appropriate search engines to use
* Not rely exclusively on sources found on the internet
* Have a clear and focused research question to help them search more directly on the internet (given the amount of information available it is easy to be overwhelmed)
* Critically evaluate the reliability and validity of the information presented on the internet
* Keep a detailed record of all references, in accordance with the IB’s minimum requirements, ensuring that the URL of where the source was located is written down correctly. This includes recording the date that the site was accessed. The research’s reflection space (RRS) is a good tool for supporting this practice.

## Using online encyclopedias and other similar information websites

As a tool for research, free online encyclopedias can be valuable resources, but there are several reasons why students should be cautious in using them:

* They tend to be general encyclopedias
* Very often the author is unknown
* There is no guarantee that the content meets standards of academic rigor—it may not, for example, have been through a process of peer review
* The content can be unstable, in that it can change at any time

Teachers, supervisors and coordinators may choose to caution against the use of free online encyclopedias and other similar information websites. Certainly a bibliography that only cites these for reference or an argument that is overly reliant on them will not demonstrate the necessary “range of sources” required by the assessment criteria for the extended essay. They may also not be relevant or appropriate for the research question being explored.

Many online encyclopedias are not scholarly sources; however, if used appropriately and critically they can offer a useful starting point for many students undertaking research. Rather than absolutely discouraging the use of these sites, it may be more supportive to explore their potential as a platform for training students in research and thinking skills, especially in terms of assessing and evaluating the information they provide.

The internet is part of the education information ecosystem and a “real-world” source that many students engage with. The rise in popularity of free online encyclopedias has led to a shift in how knowledge and expertise is viewed with new definitions of notions such as authority and expertise. For this reason, ensuring that students use it in an informed way is essential if they are to develop the necessary research critical thinking and reflection skills in which the extended essay places value.

If using free online encyclopedias, students should do the following:

* Follow the references provided by the encyclopedia; this will help to verify the information given.
* Consider whether the article is part of a larger project, where a number of people are contributing to the discussion. If it is, then it implies that the writers have more than a casual interest in the topic being written about.
* Look to see if there is a rating for the information provided. If there is then this means that the information has undergone some sort of peer review and been given a rating. While not the same as an academic peer review, it can aid the judgement of the “quality” of the information.

The key point to remember, if students do use information that is found on the internet, is that they are responsible for ensuring that it is both reliable and accurate. One way a supervisor could facilitate this as a learning opportunity is in terms of a discussion with students about the quality of their sources. This could take the form of asking students to produce an annotated bibliography as part of their Researcher’s reflection space (RRC). An annotated bibliography provides a concise summary of each source and some assessment of its value and relevance. A good annotated bibliography will:

* Encourage students to think critically about the sources that they are using and how these relate to their chosen research area in terms of their relevance for example.
* Provide a way to help students determine whether a source is of use to them in their research.
* Allow students to keep tract of their reading and enable them to make informed decisions about which sources to use in writing their essay.

## Use of computer programs

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 a hard copy of computer output may be included in the extended essay, but any associated program should be referred to or reproduced, if original, only as an appendix.

## Use of AI

Please see the following document in regards to [Artificial Intelligence (AI)](https://livesaisd-my.sharepoint.com/personal/emckee1_saisd_net/Documents/BHS%20IB%20DP/IB_AI%20Policy.pdf).

## Proofreading

The whole essay needs to be proofread carefully by the student (computer spelling and grammar checkers are useful but will not do everything). They must not ask someone else to proofread their work as this is an important part of the learning experience.

# Extended Essay Timeline Planner

|  |
| --- |
| Part 1: Choose your topic. |
|  |
| Part 2: Select the subject area of your Extended Essay. |
|  |
| Part 3: Formulate the Research Question in the space below. |
|  |
| Part 3: Who is your supervisor? What is their contact information? |
| Name:  Email:  School Phone:  Best method of contact: |
| Part 4: Create an Action Plan. |
|  |

# Supervisor Meeting Tracker

## Check-in Sessions:

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

### Check-in Sessions Tracker

|  |  |  |
| --- | --- | --- |
| **Check-in Session Date** | **Duration** | **What was discussed or what occurred?** |
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# Formal Reflection Sessions

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

**Following each session students are required to complete the relevant comment section on the form and submit it to their supervisor. The supervisor must then initial and date the forma and after the final reflection session, the viva voce, add their own comments.**

Remember that the extended essay is largely and independent piece of written work for students. The supervisor is there as a guide but should be giving minimal amount of assistance and can only read through the entire essay only once.

# EE/RPPF

**For use from May/November 2018**

Page 1 / 3

Candidate personal code:

**Extended essay - Reflections on planning and progress form**

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

**The completion of this form is a mandatory requirement of the EE. It must be submitted together with the completed**

**for assessment under Criterion E. As per the ‘Protocols for completing and submitting the Reflections on planning and progress form’ section of the EE guide, a mark of 0 will be awarded by the examiner for criterion E if the RPPF is blank or the comments are written in a language other than that of the accompanying essay.**

***Supervisor:*** *You must have three reflection sessions with each candidate, one early on in the process, an interim meeting**and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must indicate the month that the reflection session took place, the candidate’s year of DP study at that time and initial this form.*

## First reflection session

Candidate comments:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month: | DP Year (1 or 2): |  | Supervisor Initials: |  |

## Interim reflection

Candidate comments:

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| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month: | DP Year (1 or 2): |  | Supervisor Initials: |  |

## Final reflection - Viva voce

Candidate comments:

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|  |

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| --- | --- | --- | --- | --- |
| Month: | DP Year (1 or 2): |  | Supervisor Initials: |  |

## EE/RPPF

Supervisor comments:

***Supervisor****: By submitting this candidate work for assessment, you are taking responsibility for its authenticity. No piece of candidate work**should be uploaded/submitted to the e-Coursework system if its authenticity is in doubt or if contradictory comments are added to this form. If your text in the box below raises any doubt on the authenticity of the work, this component will not be assessed.*

|  |
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# Assessment Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion A: focus and method | Criterion B: knowledge and understanding | Criterion C: critical thinking | Criterion D: presentation | Criterion E: engagement |
| * Topic * Research question * Methodology | * Context * Subject-specific terminology and concepts | * Research * Analysis * Discussion and evaluation | * Structure * Layout | * Structure * Layout |
| Marks | Marks | Marks | Marks | Marks |
| 6 | 6 | 12 | 4 | 6 |

Total Marks Available: 34

# Extended Essay Rubrics

**Name:**

## Criterion A

**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.

|  |  |
| --- | --- |
| Criterion A: Focus and method | |
| **Level** | **Descriptor of strands and indicators** |
| **1-2** | **The topic is communicated unclearly and incompletely.**   * 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.   **The research question is stated but not clearly expressed or too broad.**   * 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.   **Methodology of the research is limited.**   * 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** | **The topic is communicated.**   * Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.   **The research question is clearly stated but only partially focused.**   * The research question is clear but the discussion in the essay is only partially focused and connected to the research question.   **Methodology of the research is mostly complete.**   * 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.   **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.** |
| **5-6** | **The topic is communicated accurately and effectively.**   * Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.   **The research question is clearly stated and focused.**   * The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.   **Methodology of the research is complete.**   * An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. * There is evidence of effective and informed selection of sources and/or methods. |

## Criterion B

**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.

|  |  |
| --- | --- |
| Criterion B: Knowledge and understanding | |
| **Level** | **Descriptor of strands and indicators** |
| **1-2** | **Knowledge and understanding is limited.**   * The application 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.   **Use of terminology and concepts is unclear and limited.**   * Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| **3-4** | **Knowledge and understanding is good.**   * The application 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.   **Use of terminology and concepts is adequate.**   * The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.   **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.** |
| **5-6** | **Knowledge and understanding is excellent.**   * The application 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.   **Use of terminology and concepts is good.**   * The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

## Criterion C

**Criterion C: Critical thinking:** This criterion assesses the extent to which critical-thinking skills have been used to analyze and evaluate the research undertaken.

|  |  |
| --- | --- |
| Criterion C: Critical thinking | |
| **Level** | **Descriptor of strands and indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-3** | **The research is limited.**   * The research presented is limited and its application to support the argument is not clearly relevant to the research question.   **Analysis is limited.**   * There is limited analysis. * Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.   **Discussion/evaluation is limited.**   * 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.   **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.** |
| **4-6** | **The research is adequate.**   * Some research presented is appropriate and its application to support the argument is partially relevant to the research question.   **Analysis is adequate.**   * 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.   **Discussion/evaluation is adequate.**   * 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.   **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.** |
| **7-9** | **The research is good.**   * The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question.   **Analysis is good.**   * 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.   **Discussion/evaluation is good.**   * An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. * This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. * The research has been evaluated, and this is partially critical. |
| **10-12** | **The research is excellent.**   * The research is appropriate to the research question and its application to support the argument is consistently relevant.   **Analysis is excellent.**   * 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.   **Discussion/evaluation is excellent.**   * 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

**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.

|  |  |
| --- | --- |
| Criterion D: Presentation | |
| **Level** | **Descriptor of strands and indicators** |
| **0** | **The work does not reach a standard outlined by the descriptors below.** |
| **1-2** | **Presentation is acceptable.**   * 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** | **Presentation is good..**   * 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. |

## Criterion E

**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. Only the first 500 words are accessible.

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| --- | --- |
| Criterion E: Engagement | |
| **Level** | **Descriptor of strands and indicators** |
| **1-2** | **Engagement is limited.**   * 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.**   * 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.**   * 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. |

# Grade Descriptors

The extended essay is externally assessed, and as such, supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for the extended essay should be based on the qualitative grade descriptors for the extended essay. These descriptors are what will be used by senior examiners to set the boundaries. While boundaries are subject to change, it is the grade descriptors that remain consistent.

|  |  |
| --- | --- |
| **Grade** | **Descriptor** |
| 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.** |
| 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.** |
| 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.** |
| 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.** |
| E | 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.** |

# Extended Essay Research: Source Evaluation Sheet

Directions: Please use the protocol below, for evaluating each of your chosen sources for use in the Extended Essay.

**Part I - The Source**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **What is the source?** | | | |
| * Book | * Article | * Periodical | * Online Source |
| * Journal | * News and Magazines | * Theses & Dissertations | * Other: |
| 1. **Source summary: What is the source about?** | | | |
|  | | | |
|

**Part II - Evaluation of the Source[[1]](#footnote-1)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Authority** | | | |
| A. Is the author of the information identified? | * Yes | * No | Name: |
| B. If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented? | * Yes | * No | If “Yes”, explain: |
| C. Is there enough information available to establish the author’s credibility? | * Yes | * No |  |
| D. Is the author affiliated with an academic institution or credible organization? | * Yes | * No | Institution or organization name: |
| E. Is the author qualified to write about the subject? | * Yes | * No | Explain: |

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| --- | --- | --- | --- |
| 1. **Audience appropriate** | | | |
| A. Who is the intended audience? | Audience: | | |
| B. Does the information presented appropriately address the target audience? | * Yes | * No |  |
| C. Is the information relevant to your area of research? | * Yes | * No |  |

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| --- | --- | --- | --- |
| 1. **Reliability and credibility** | | | |
| A. Does the information appear to be valid and well researched? | * Yes | * No |  |
| B. Can it be supported by evidence? | * Yes | * No |  |
| C. Can the information be verified through other sources? | * Yes | * No | Name another source: |
| D. Is there a non-web equivalent of this material that could be used to verify the information? | * Yes | * No | Book or print publication: |
| E. Does the URL (web address) give you any indication of the source of the information? | * Yes | * No | Source: |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Accuracy** | | | |
| A. Is there an indication as to who has responsibility for the accuracy of the information provided? | * Yes | * No | Individual, Institution, or Company name: |
| B. Do you know if the information has been reviewed? | * Yes | * No | By who(m): |
| C. Are there grammatical, spelling or typographical errors? If there are, what does this suggest about the source? | * Yes | * No |  |
| D. Is there a bibliography? | * Yes | * No |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Objectivity** | | | |
| A. Is the information fact or opinion? | * Yes | * No |  |
| B. Is the language used free of bias? | * Yes | * No |  |
| C. Is the author’s point of view objective or do they make it clear when they are expressing a personal opinion? | * Yes | * No |  |
| D. Is it a personal website? | * Yes | * No | If “Yes”, then whose? |
| E. Is the author affiliated with any institution or organization which might create a bias in the information? | * Yes | * No | If “Yes”, which institution or organization: |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Currency** | | | |
| A. Is the information kept up-to-date? | * Yes | * No | Date published: |
| B. Is there any indication of when the information was last updated? | * Yes | * No | Date updated: |
| C. If the source contains hyperlinks, do they work? | * Yes | * No |  |
| D. If the source contains hyperlinks, are they to credible sources? | * Yes | * No |  |

# Creating an Annotated Bibliography

## Example Annotated Bibliography using one source

[Insert First and Last Name]

[Name of Instructor]

[Class Title]

[Date]

[Insert the title of your research and/or research topic]

DelPilar, Jackie. "'F' Is for Firearm: More Teachers Authorized to Carry Weapons in Classroom." *NBC News*. NBC, 22 Sept. 2014. Web. 5 Oct. 2015. <http://www.nbcnews.com/news/us-news/number-mass-shootings-rise-most-schools-fbi-report-n211261>.

This article explores a new trend in allowing school teachers to carry firearms, as a result of the rise in mass shootings on college and public school campuses nationwide. Arguments both for and opposed to this new movement are explored. This is a very reliable article, because it has been posted and vetted by NBC, a well-known and reliable news organization. This article will be quite beneficial for me, given that I’m arguing that some teachers should be armed, but only if they have proper training. I plan on using some of the statistics used in the article to show that’s the most logical way to roll out such an initiative.

# Research Question, Action Plan and Annotated Bibliography Rubric

|  |  |
| --- | --- |
| **Criterion B: Investigating** | |
| Level | Level Descriptor |
| * 0 | The student:   * Does not reach a standard described by any of the descriptors below. |
| * 1 | The student:   * formulates a research question that is clear or focused and describes its relevance * formulates a limited action plan to investigate a research question or does not follow a plan * collects and records limited information, not always consistent with the research question * makes a limited evaluation of the process and results of the investigation. |
| * 2 |
| * 3 | The student:   * formulates a research question that is clear and focused and describes its relevance in detail * formulates and somewhat follows a partial action plan to investigate a research question * uses a research method(s) to collect and record mostly relevant information * evaluates some aspects of the process and results of the investigation. |
| * 4 |
| * 5 | The student:   * formulates a clear and focused research question and explains its relevance * formulates and follows a substantial action plan to investigate a research question * uses research method(s) to collect and record appropriate, relevant information * evaluates the process and results of the investigation. |
| * 6 |
| * 7 | The student:   * formulates a clear and focused research question and justifies its relevance * formulates and effectively follows a comprehensive action plan to investigate a research question * uses research methods to collect and record appropriate, varied and relevant information * thoroughly evaluates the investigation process and results. |
| * 8 |

1. Adapted from the Extended Essay Guide [↑](#footnote-ref-1)