

CAMPION SCHOOL

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CAMPION SCHOOL
Athens

EXTENDED ESSAY GUIDE

For **May 2022** exam session



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Extended Essay Planner

Spring term 2021 (January -April)

Decide on the IB subject, topic, and research question of your Extended Essay and begin your research.

- First, decide on the IB subject (1st choice) and have a backup choice, as well (2nd choice). Talk to the relevant subject teacher concerning your ideas about the topic, or if you would like suggestions concerning a topic.
- Hand in the EE Topic Proposal form to Mrs Varey by **Thursday 12th February**. It must be fully completed and signed by the relevant of your 1st choice.
- You will receive final approval of your EE topic and supervisor from Mrs Varey before 19th February.
- By the end of the Spring term, you need to have met with your supervisor and finalised the topic, formulated the research question, and have already begun the research.

Summer term 2021 (April - June)

- Your aim before the end of the summer term is to complete your initial research, have a clear essay outline, a draft introduction, and a bibliography.
- you should have a research question fully supported by your initial research. This also means that you should have a bibliography, although you will probably add to this over the summer,
- During the last week of the summer term, two school days are dedicated to the EE , you will work on your own as well as with your supervisor. At the end of these two days, you must hand in to your supervisor: a planned outline of the key arguments/structure of your essay, the introduction, and the bibliography.

Summer holidays 2021 (July - August)

This is when you write the first full draft of your essay. Keep closely to the published guidelines.

Autumn term 2021 (Year 13 - term 1)

- **A complete first draft** (including abstract, bibliography and all references), is to be submitted to your supervisor and a copy to Mrs Varey on the date given in the Calendar of Deadlines (see also the EE planner).
- **Submit final Extended Essay** copy, to your supervisor on the date in the Calendar of Deadlines. The EE does NOT need your name, school name or candidate codes on any of the pages including the front cover page.
- **Viva Voce interview** with your supervisor after you have completed the essay.

Introduction to the Extended Essay

Aims

The aims of the Extended Essay are to provide students with the opportunity to:

1. pursue independent research on a focused topic
2. develop research and communication skills
3. develop the skills of creative and critical thinking
4. engage in a systematic process of research appropriate to the subject

Assessment objectives

When working on the Extended Essay, students should:

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 their 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 their research.

Note: "material" has different meanings in different subjects. It may be data or information; it may be arguments or evidence.

What is an Extended Essay?

The Extended Essay is an essay of up **to 4000 words**, based upon an investigation you conduct in any of the IB subjects you are following (with the exception of TOK and Classical Greek and Roman Studies). It is designed to give you practice in the kind of independent investigation, and proper writing up of your findings, which you will be required to undertake at university level.

It is important to recognize from the outset that credit is given in the assessment of Extended Essays for a systematic, well-documented and properly recorded piece of work.

The complete IB Extended Essay Guide is available in the EE Google Classroom: make sure you have read the guidance on how to organize your essay, paying special attention to the mark scheme.

Who must submit an Extended Essay?

All Diploma students to be awarded their Diploma must submit an Extended Essay of a satisfactory standard. Extended Essays are graded A to E, and a grade E in your Extended Essay (or in your TOK assessment) is a failing condition of the Diploma course.

When is it written?

The essay is written during the summer holidays, and a complete first draft is submitted at the start of the autumn term in Year 13. This means that, by the end of the Summer term in Year 12, you will have collected all your material, done the basic research, and made a start on drafting your essay.

If your research is conducted in the school laboratories (for an Extended Essay in a Group 4 subject), this must be completed by the end of the summer term in Year 12.

It is essential that you return from the summer holiday with a full draft of the essay including footnotes and bibliography (in alphabetical order of author's surname)

Academic Honesty?

The IB regulations state clearly that the essay must be your own work: any work we consider is not that of the student, or which contains material from a source which has not been acknowledged — which the IB defines as plagiarism - will not be submitted by the school.

To ensure that your work has been properly referenced and that you have not committed plagiarism you are required to put your work through 'Turnitin'. Your supervisor will help you with this.

Any plagiarism detected by the IB results in the awarding of a fail grade for the IB Diploma.

Help with your Extended Essay

The IB describes the purpose of the Extended Essay as 'providing students with an opportunity to engage in personal research in a topic of their own choice'. The original idea for a topic, the investigation of it, and the final write-up, must be your own independent work. However, your supervisor can offer support at all stages of your preparing the essay.

According to the IB Extended Essay Guide the role of your supervisor is:

- provides the student with advice and guidance in the skills of undertaking research • encourages and supports the student throughout the research and writing of the Extended Essay
- discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the regulations governing the Extended Essay and the assessment criteria, and gives copies of these to the student
- monitors the progress of the Extended Essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- reads and comments on one completed draft only of the Extended Essay (but does not edit the draft)
- reads the final version to confirm its authenticity
- submits a predicted grade for the student's Extended Essay to the IB
- completes the supervisor's report (if the Extended Essay cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school)
- provides an explanation in the report in cases where the number of hours spent with the student in discussing the Extended Essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances
- writes a report and presents it to the school's Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft.

It is strongly recommended that the supervisor:

- reads recent Extended Essay reports for the subject
- spends between three and five hours with each student, including the time spent on the viva voce
- ensures that the chosen research question is appropriate for the subject advises students on: access to appropriate resources (such as people, a library, a laboratory)
- techniques of information-/evidence-/data-gathering and analysis

- documenting sources
- conducts a short, concluding interview (viva voce) with the student before completing the supervisor's report.

Your supervisor can help you finalize your topic and formulate the research question; and may also help you to ensure that the completed essay follows IB guidelines. The work of actually undertaking the investigation and writing up your results will be yours alone, though **you should not hesitate to ask your supervisor for advice at any stage.**

Above all, **it is your responsibility** to make and keep appointments with your supervisor: you cannot on the one hand fail to keep appointments, thus rejecting the opportunity for help, and then expect your supervisor at the last minute to read over material which should have been prepared months previously.

Responsibilities of the student

It is **required** that students:

- choose a topic that fits into one of the IB subjects
- observe the regulations relating to the Extended Essay
- meet deadlines
- acknowledge all sources of information and ideas in an approved academic manner.

It is **strongly recommended** that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as part of their research progresses
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully

How to Get Started

The first requirement for an Extended Essay is that it should be on something which interests you, and which you will enjoy spending some time and effort in the preparation of. Begin by deciding

which subject (1st and 2nd choice), interests you the most, and formulate a very focused research question within that topic. It is a good idea to consider what you would like to study at university when choosing both the subject and topic of your Extended Essay.

As soon as you have ideas about a topic, go and talk to the teacher in that subject. Or, if you know what subject you would like to do your essay in but are not sure about what is an appropriate research question, seek advice from your teacher.

When you have consulted the teacher and have filled in the proposal form having obtained the necessary signature from the **relevant Head of Department**, hand in the **proposal form to Mrs Varey no later than 12th February, 2021**.

Remember that by the end of the Spring term you must have developed a precisely worded research question which is approved by your supervisor.

The Research Question

Devising a research question is the first and most important thing you need to do. Read the guidance about the EE in your chosen subject and ensure that your question has a narrow focus. The Extended Essay textbook in the school library has some helpful suggestions about appropriate questions.

The research process

When researching the Extended Essay, students should do the following.

1. Choose the approved IB Diploma Programme subject for the Extended Essay.
2. Choose a topic,
- 3, Formulate a well-focused research question.
4. Plan the investigation and writing process.
 - Identify how and where you will gather material.
 - Identify which system of academic referencing you will use, appropriate to the subject of the essay,
 - Set deadlines for yourselves that will allow you to meet the school's requirements.
5. Plan a structure for the essay. This may change as the investigation develops but it is useful to have a sense of direction.
6. Undertake some preparatory reading. If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.
7. Carry out the investigation.

- The material gathered should be in a logical order, linked to the structure of the essay, only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next,

Students should be prepared for things to go wrong. Sometimes they may discover something later in the investigation that undermines what they thought had been established earlier on. If that happens, the investigation plan needs to be revised.

Advice to students from examiners

Recommended: things to do

Examiners' reports frequently emphasize the following positive steps.

Before starting work on the Extended Essay, students should:

- read the assessment criteria
- read previous essays to identify strengths and possible pitfalls
- spend time working out the research question (imagine the finished essay) work out a structure for the essay.

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice
- record sources as they go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that can be answered if there is a problem with the original topic

After completing the essay, students should:

- check and proofread the final version carefully.

Recommended: things to avoid

Examiners' reports also mention these things to be avoided at all costs.

Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate, a good research question is one that asks something worth asking and that is answerable within **40 hours/4,000 words**. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation,

If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students should not:

- forget to analyse the research question
- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the internet uncritically
- plagiarize
- merely describe or report (evidence must be used to support the argument)
- repeat the introduction in the conclusion or cite sources that are not used.

The Structure of the Essay

The form of the essay will be partly dictated by the subject and/or topic. The form of Extended Essays in Group 4 subjects, for example, will be defined by the appropriate procedures for writing up experimental work in the natural sciences, whereas essays in Groups 1, 2 and 3 will adopt a form specific to the topic. However, the following general guidelines apply to nearly all Extended Essays. The structure of the essay is very important. This is what helps students to organize the argument, making best use of the evidence gathered,

The required elements of the final work to be submitted are listed here in order. More details about each element are given in the "Formal presentation of the Extended Essay" section of this guide as well as in the official EE guide. Please note that the order in which they are presented here is not necessarily the order in which they should be written.

- Title page
- Contents page
- Introduction
- Body of Essay (development/methods/results)
- Conclusion
- References and bibliography
- Appendices

Students should use the system of academic referencing agreed with their supervisor as soon as they start drafting notes for the essay. That way, they are less likely to forget to include a citation. Therefore, make sure you footnote as you make notes – do not leave footnoting until the end of the drafting process.

You will be asked to draft the introduction first, however, you must be prepared to revise it once the essay is complete, if necessary

The main task is writing the body of the essay, which must be in the form of a reasoned argument. The form of this varies with the subject of the essay but, as the argument develops, it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. **In most subjects, 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).** Once the main body of the essay is complete, it is possible to finalize the introduction and the conclusion.

Any information that is important to the argument should not be included in appendices or footnotes/endnotes. The examiner is not bound to read notes or appendices.

The remaining stages in writing the essay take time but are not difficult. Students need to check that they have cited sources for all material that is not their own, and that the citations are complete and consistent with the chosen referencing system.

The bibliography should list only the sources used in the essay. The whole essay needs to be proofread carefully (computer spelling and grammar checkers are useful but will not do everything). **Pages must be numbered** and the contents page must be completed.

The Extended Essays are uploaded electronically, and the following information applies:

1. The candidate name or number should **NOT** appear on any of the pages of the Extended Essay, including the title page.
2. The essay is formatted using **Arial font; font size 12; double-spaced; numbered pages**.
3. Acceptable file types for the Extended Essay are: DOC; DOCX; PDF; RTF.
4. Acceptable file size is no more than 1 OMB, which still allows for high quality images.
5. All diagrams, maps, tables, must be digitally produced where possible to prevent excessive file sizes when included in as part of the essay.
6. Receiving an electronic version of an Extended Essay will make it easier for examiners to gauge at which point an essay has reached the word limit of 4000 words. Candidates must be reminded of the penalty for exceeding the word count, or circumventing it using footnotes incorrectly (for anything other than referencing).
7. Appendices must be used sparingly, Examiners are not required to read appendices, so material essential to the essay must always be included in the body of the essay (including large images) and any material in the appendix should be minimal and selected with care.

Formal presentation of the Extended Essay

The word count

The upper **limit is 4,000 words** for all Extended Essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:

- The title page
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices.

Essays containing more than 4,000 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 have a narrow focus.

Contents page

A contents page must be provided at the beginning of the Extended Essay 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 clearly labelled and can be interpreted with ease. 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.

Appendices, footnotes and endnotes

Appendices, footnotes and endnotes are not an essential section of the Extended 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 body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

References and bibliography

An Extended Essay must reflect intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and referencing. All your sources, and particularly all those quoted or mentioned in your essay,

must be acknowledged and properly referenced, both in footnotes (or endnotes), and in the bibliography or list of works used.

Failure to comply with this requirement will be viewed as plagiarism and will be treated as a case of malpractice.

You must acknowledge the source of a particular idea in your essay, even if you do not quote directly the source in question. You should:

- include a footnote giving the precise source of material you have cited or quoted (including page number); unless there is a good reason relating to layout, use footnotes rather than endnotes, since your reader can see these without turning the page. Word has a system where these are added to the bottom of the page in the text.
- include this item in a comprehensive '**Bibliography**' or '**List of Works Used**' at the end of your essay.

The conventions of referencing vary according to whether you are citing a book, an article, a website, or whatever else. The simplest of all is books, which should appear with the following items in this order:

Author (surname first), Title, edition, editor or translator [if appropriate] (date of first publication; publisher/place of publication, date).

Here are a couple of examples of referencing a book:

- Rilke, Rainer Maria, *Prose and Poetry*, trans. J B Leishman and Stephen Spender (1984; Continuum Publishing Company, 1991)

A magazine article can be referenced as follows:

- Barker, James, "The Bombing of the King David Hotel", *History Today*, vol. 56 (7), July 2006, 50-56

Websites should be cited as follows:

- Author's Last Name, First Name, [author's internet address, if available]. "Title of Work". [internet address], date accessed.

The samples below indicate how citations of particular electronic sources might be made.

- World Wide Web

Limb, Peter, "Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa." [<http://neal.ctstateu.edu/history/worldhistory/archives/limb-l.html>], 16 January 2014.

You may need to cite more than simply books, articles or websites, in which case go to one of the British university websites, which contain advice on the layout of extended pieces of written work.

Finally, the IB has published a document entitled 'Effective Citing and Referencing', which has been posted in the EE Google classroom.

Assessment of the Extended Essay

After your Extended Essay is completed, and you have put it through 'Turnitin', it will be uploaded onto IBIS for external assessment.

Extended Essays are marked out of 34, and this total is then converted to a letter grade (A: Excellent to E: Elementary). This grade awarded is combined with your grade for TOK to produce your Diploma bonus points, which can be from 0 to 3 points

Extended Essay Assessment Criteria (the marks for each section of the essay)

1. Criterion A: focus and method- Topic, Research question, Methodology (6 marks)
2. Criterion B: knowledge and understanding — Context, Subject-Specific Terminology and Concepts (6 marks)
3. Criterion C: critical thinking — Research, Analysis, Discussion and Evaluation (12 marks)
4. Criterion D: presentation - Structure and Layout (4 marks)
5. Criterion E: engagement — Research and Process (6 marks)

Total marks available: 34

The detailed breakdown of the mark scheme is can be found in the IB Extended Essay guide posted in the EE Google classroom.

The diploma points matrix

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Note that a grade E in either the Extended Essay or TOK will cause you to fail the Diploma.

A student who fails to submit an Extended Essay will be awarded N for the Extended Essay, will score no points, and will not be awarded a diploma.

The viva voce (concluding interview)

The viva voce is a short interview between the student and the supervisor and is a recommended conclusion to the Extended Essay process. Students who do not attend the viva voce may be disadvantaged.

The viva voce serves the following purposes.

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process and an opportunity to reflect on what has been learned
- An aid to the supervisor's report

The viva voce should last between 10 and 15 minutes. This is included in the recommended amount of time the supervisor should spend with the student. The following are examples of questions that can be asked, which should be adapted to the particular essay and student.

- "I am not clear what you mean on page XX. You quote Y: could you explain a little more about what this tells us?"
- "On page XX you cite Z. I couldn't find this reference (for example, website). Could you tell me more about it?"

- "What have been the high and low points of the research and writing processes?"
- "What were the most interesting aspects of the process? Did you discover anything that surprised you?"
- "What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an Extended Essay?"
- "Is there anything else that you would particularly like me to mention in my report?"

In conducting the viva voce and writing the report, supervisors should bear in mind the following.

- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. This is particularly important in subjects like mathematics. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the viva voce and report on it.
- No essay should be authenticated if the supervisor believes it contains plagiarism.
- In assessing criterion K (holistic judgment), examiners will take into account any information given in the report about unusual intellectual inventiveness or persistence in the face of unexpected difficulties.
- The report should not attempt to do the examiner's job, it should refer to things, largely process-related, that may not be obvious in the essay itself,
- Unless there are particular problems, the viva voce should end positively. Completion of a major piece of work such as the Extended Essay is something for students to feel good about.

Group 1 (English or Greek A)

A group 1 Extended Essay

is intended for students who are writing in their best language (that is, students who could offer the language in question as a language A), The essay must be written in the language for which it is registered. Students should not submit a group Extended Essay in their group 2 language, there are categories of group Extended Essays:

Category 1—Studies of a literary work(s) originally written in the language in which the essay is presented

Category 2—Studies of a literary work(s) originally written in the language of the essay compared with literary work(s) originally written in another language

Category 3—Studies in language

Students should put the category in which they have presented their essay alongside the subject in which it is registered on the cover sheet of the Extended Essay, for example, English A Cat: 2; German A Cat: 3; Spanish A Cat: 1.

A group 1 Extended Essay in categories 1 and 2 in literature provides students with an opportunity to:

- study in-depth a literary topic that is suitable in nature and scope for discussion in this form
- engage in independent literary criticism and include, where appropriate, established critical comment
- develop the ability to put forward their views persuasively and in a well-structured manner, using a register appropriate to the study of literature

A group 1 Extended Essay in Category 3—studies in language provides students with an opportunity to:

- develop skills of contextual analysis by considering how language, culture, and context influence the ways in which meaning is constructed in texts
- think critically about the different interactions which exist between audiences, and purposes
- develop the ability to convey views persuasively and in a well-structured manner, using an appropriate academic register,

Group 2 (Language B)

A group 2 Extended Essay is intended for students who are studying a second modern language. Students may not write a group 2 Extended Essay in a language that they are offering as a language A for their diploma.

There are 3 categories of group 2 Extended Essays:

Category 1 - Language

Category 2—Culture and Society (a or b)

Category 3—Literature.

Students should put the category in which they have presented their essay alongside the subject in which it is registered on the cover sheet of the Extended Essay, for example, English B Cat: 2 (b); German B Cat :3; Spanish B Cat: 1.

A group 2 Extended Essay provides students with the opportunity to develop their awareness and knowledge of the language studied, and their understanding of the culture concerned. This is achieved by enabling students to pursue their interest in the language through research based on texts (taken to be any meaningful piece of spoken or written language, for example, an article, a book, a play, a poem) or on specific cultural artifacts (such as works of fine art or architecture, films, radio or television programmes, or popular music).

The Extended Essay must be written in the language for which it is registered (the target language). It must be focused on matters related to the target culture.

The Extended Essay is a research essay and the assessment criteria emphasize the importance of research skills rather than linguistic proficiency. Although a certain level of ability in the language is obviously desirable to undertake a group 2 Extended Essay, fluency is neither a prerequisite nor a guarantee of success. In fact, students who are fluent in the language but who do not demonstrate the required research skills will achieve a lower mark than students who are IC\$S\$ fluent but who fulfill the other assessment criteria.

Group 3 (Economics, Geography, History, Psychology)

Economics:

An Extended Essay in economics provides students with an opportunity to undertake research in economics in an area of personal interest to them. It allows students to develop research skills, to apply economic theory to real-world situations, and to analyse and evaluate the outcomes of their research. The outcome of the research should be a coherent and structured analytical essay that effectively addresses the particular research question.

Choice of topic

Students should undertake an essay that uses the core principles of economics as a basis for researching a particular topic. Students should use a combination of primary and secondary research as the basis for their extended essay and should apply the accepted theories, tools and techniques of the subject to the topic chosen.

Essays should not be historical. They should be related to economic information that is no more than three years old. Essays that are too retrospective, for example, 'What was the impact of the South-East Asian crash on Thailand during 1990-1995?', almost invariably become descriptive.

Students should ensure that their research question can be answered using economic concepts and theories and that the question does not lean too heavily towards business and management

The topic chosen should provide opportunities for some critical analysis of the data collected. Topics that depend entirely on summarizing general secondary data should be avoided, as they are likely to lead to an essay that is essentially narrative or descriptive in nature. However, the effective use of relevant secondary data to answer the research question will be fully rewarded by the examiner.

History:

An Extended Essay in history' (including Islamic history) provides students with an opportunity to undertake in-depth research in an area of history of genuine interest to them. The outcome of the research should be a coherent and structured essay that effectively addresses a particular issue expressed as a research question, or, if this is unsuitable a hypothesis, Students writing their Extended Essay in history are strongly advised to use a research question,

Choice of topic

The topic chosen must focus on the human past, be worthy of study, and lend itself to systematic investigation in line with the published assessment criteria. Essays that focus on events of the last 10 years are not acceptable, as these are regarded as current affairs, not history.

It is not a requirement for the topic to be chosen from the Diploma Programme history course, but it must be acceptable to the supervisor. It should provide an opportunity for critical analysis of source material, and not depend on summarizing general secondary sources (such as textbooks and encyclopedias) as this approach is likely to lead to an essay that is essentially narrative or descriptive. The topic chosen must be suitable for effective treatment within the 4000-word limit, those that cover many aspects of history, and/ or a long period, are unlikely to produce successful essays. Narrowing the scope of the essay will help to ensure a clear focus and will also allow students to demonstrate detailed and specific historical knowledge, understanding and critical analysis.

Geography:

An Extended Essay in geography provides students with an opportunity to apply a range of skills to produce an independent and in-depth geographical study. The nature of an Extended Essay in geography is characterized by a spatial emphasis and the application of geographical theory and methodology.

Choice of topic

It is important that the topic of the essay has a geographical emphasis and is not more closely related to another discipline. It is the task of the supervisor to ensure that the research question leads the student along a path that utilizes appropriate geographical sources and that encourages the application of relevant geographical concepts, theories or ideas. The essay topic may well relate to area of the Diploma Programme geography course but this is not a requirement and other areas of the subject may be explored.

The scope of the essay should not be too broad: such essays are rarely successful. The best research questions are well focused, thus encouraging analysis in depth rather than breadth. It is also important that the geographical context of the essay is well established early in the essay.

Investigations carried out at a local scale usually score the highest marks; this narrow focus discourages an over-reliance on published materials and encourages original research. Essays conducted in an area that is familiar and accessible to the student have a much greater chance of achieving success through a more personal involvement, which, in turn, encourages a greater in-depth study. A sound methodology including the collection of high-quality data is the foundation of a good geography essay, data gives the student the scope for the type of in-depth analysis that characterizes the very best pieces of work. It is rare for an essay that is based entirely on published textbooks to score highly.

Psychology:

An Extended Essay in psychology provides students with an opportunity to investigate an area within the field of psychology that is based upon personal interest, and which may well go beyond the Diploma Programme psychology course. Students are able to pursue actively a research question that will develop their analytical and communication skills, and their understanding of behavior. At the same time, the Extended Essay aims to introduce students to the excitement of academic discovery.

The current Psychology guide defines the nature of the subject as "the systematic study of behavior and experience". Students should have a well-developed understanding of what falls within the scope of psychology when they are developing their topic, Psychology involves studying the behavior of human as well as non-human animals. It has its own specialist terms, methods and literature. It is essential for students undertaking an Extended Essay in psychology to have a reasonable understanding of the subject and its methodologies,

Psychology is not a "residual" category for essays that do not fit into any other Extended Essay subject. Students must choose topics that lend themselves to psychological investigation and analysis, and must carefully consider their choice of topic in terms of the assessment criteria.

Choice of topic

An Extended Essay in psychology allows students to investigate a topic of personal interest in a systematic manner. The essay should be based on a well-focused research question that the student attempts to answer throughout the course of the essay. The essay should be considered more of an investigative, analytical argument than a research hypothesis to be uncovered by use of research methods in a formal psychological study. Data collection and research methods, such as experiments,

surveys, observations and case studies, are not appropriate for a psychology Extended Essay, and should not form part of the student's project.

Psychology is a broad field that has many subsets and specialties, providing a wide range of possible topics. Past experience strongly suggests that personal interest plays an important role in the success of an essay and it is recommended that students consider their own personal interests, such as sport or child development, as a starting point in the process. After selecting a field of interest, students can then consider areas of investigation within that field in order to narrow the scope of their essay and research question. For example, a student might be highly interested in commercial aviation, Many large commercial airlines employ psychologists to investigate pilot performance and factors such as stress or emergency management. A research question that may follow from this could be 'ITO what extent has research on stress with airline pilots improved airline safety standards? Additional examples are provided later in this section.

The topic selected need not be from the current Psychology guide. In fact, some of the most interesting, engaging and successful Extended Essays are not necessarily based solely on material learned as part of the psychology course. Essays confined to the guide often produce descriptive, dispassionate accounts of classic psychological research. Supervisors do not need to have detailed knowledge of the student's topic: this is a less important factor in topic selection than availability of resources, student interest and the scope of the essay.

Group 4 Extended Essays (ESS , Biology, Chemistry, Physics)

Environmental Systems and Societies:

Environmental issues are occupying a position of increasing significance on the world agenda, and an Extended Essay in environmental systems and societies provides students with an opportunity to explore an environmental topic or issue of particular interest or relevance to themselves and their localities Since the subject is a multidisciplinary one, (he student will need 10 select and integral theoretical contexts and methodologies from those academic disciplines appropriate to the chosen topic. In this respect, a systems approach is considered particularly effective, and students will be expected to show some employment of this approach in the analysis and interpretation of the data gathered.

Choice of topic

Environmental systems and societies focuses upon the interaction and integration of "natural" environmental systems and human societies. An essay in this subject should likewise focus on this relationship It should not deal exclusively with ecological processes or with societal activities, but instead should give significant (though not necessarily equal) weight to both these dimensions. A topic should be chosen that allows the student to demonstrate some grasp of how both environmental systems and societies function in the relationship under study. For example, while the environmental systems and societies syllabus includes a study of pure ecological principles, in an Extended Essay it would have to be explored within the context of some human interaction with the environmental system. Similarly, while the syllabus includes a range of philosophical approaches to the environment, in the Extended Essay, these would need to be addressed in relation to specific natural systems. Great care should be taken, therefore, to ensure that the topic chosen would not be

better submitted under one of the more specialized subject areas of either the experimental or the human sciences, this would invariably apply, for example, to topics focusing exclusively on human health, disease or politics,

A crucial feature of any suitable topic is that it must be open to analytical argument, If the topic chosen fails in this regard, and lends itself only to a descriptive or narrative treatment, then (he student will be denied a large proportion of the available credit according to the assessment criteria, For example, it would be Of minimal value simply to describe a given nature reserve; it would be necessary to evaluate its relationship with a local community possibly, or compare Its achievement with original objectives or with a similar initiative elsewhere. The topic must, in some way, leave room for an argument that students themselves construct and support from their own analysis of the information, rather than simply reporting analysed data obtained from other sources.

Biology:

An Extended Essay in biology provides students with an opportunity to apply a range of skills while researching a topic of personal interest in the field of biology. The nature of an Extended Essay in biology is characterized by a particular biological emphasis within the more general context of a scientific investigation,

Choice of topic

It is important that the Extended Essay has a clear biological emphasis and is not more closely related to another subject, Biology is the science that deals with living organisms and life processes, a biology Extended Essay should, therefore, incorporate biological theory and emphasize the essential nature of this subject.

Chemistry:

An Extended Essay in chemistry provides students with an opportunity to investigate a particular aspect of the materials of our environment. Such Extended Essays must be characterized by a particular chemical emphasis within a more general set of research criteria.

The outcome of the research should be a coherent and structured piece of writing that effectively addresses a particular issue or research question and arrives at a particular, and preferably personal, conclusion.

Choice of topic

It is important that the Extended Essay has a clear chemical emphasis and is not more closely related to another subject, Chemistry is the science that deals with the composition, characterization and transformation of substances, A chemistry Extended Essay should, therefore, incorporate chemical principles and theory, and emphasize the essential nature of chemistry, relating to the study of matter and of the changes it undergoes.

Physics:

An Extended Essay in physics provides students with an opportunity to apply a range of skills while researching a topic of personal interest in the field of physics.

A physics Extended Essay is characterized by a particular emphasis on physics within a more general set of scientific criteria. An Extended Essay in physics must take the form of a research paper involving a hypothesis or a model, or a critical analysis, (that demonstrates argumentation, comparison, or the extraction of relevant information or data.

The outcome of the research should be a coherent and structured piece of writing that effectively addresses a particular issue or research question and arrives at a particular, and preferably personal conclusion.

Choice of topic

It is important that the Extended Essay has a clear emphasis on physics and is not more closely related to another subject. A physics Extended Essay should, therefore, have a basis in physical theory and emphasize the essential nature of the subject. An Extended Essay in an interdisciplinary area such as materials science will, if registered as a physics Extended Essay, be judged on its physics content, not its chemical content.

The purpose of the essay is not principally to inform the reader about a specific topic, nor should it be a summary of the latest discoveries in physics. The student must be personally involved with the subject matter and not simply an informant. The topic should represent a challenge for the student.

Group 5 Extended Essays (Mathematics)

An Extended Essay in mathematics provides students with an opportunity to demonstrate an appreciation of any aspect of the subject, whether it is:

- the applicability of mathematics to solve both real and abstract problems
- the beauty of mathematics as in, for instance, geometry or fractal theory
- the elegance of mathematics in the proving of theorems as in, for example, number theory
- the origin and subsequent development of a branch of mathematics over a period of time, measured in tens, hundreds or thousands of years
- the links between different branches of mathematics and the powerful structures that enable many seemingly different problems to be solved by a single theory
- the way that a branch of mathematics has been born, or has flourished, because of technology,

These are just some of the many ways that mathematics can be enjoyable or useful, or, as in many cases, both.

Choice of topic

The Extended Essay may be written on any topic that has a mathematical focus and it need not be confined to the theory of mathematics itself.

Students may choose mathematical topics from fields such as engineering, the sciences or the social sciences, as from mathematics itself. Statistical analyses of experimental results taken from other subject areas are also acceptable, provided that they focus on the modelling process and discuss the limitations of the results; such essays should not include extensive non-mathematical detail. A topic

selected from the history of mathematics may also be appropriate, provided that a clear line of mathematical development is demonstrated. Concentration on the lives of, or personal rivalries between, mathematicians would be irrelevant and would not score highly on the assessment criteria.

It should be noted that the assessment criteria give credit for the nature of the investigation and for the extent that reasoned arguments are applied to an appropriate research question. Students should avoid choosing a topic that gives rise to a trivial research question or one that is not sufficiently focused to allow appropriate treatment within a suitably sized essay. Students will normally be expected either to extend their knowledge beyond that encountered in the Diploma Programme mathematics course they are studying, or to apply techniques used in their mathematics course to modelling in an appropriately chosen topic. However, it is very important to remember that it is an essay that is being written, not a research paper for a journal of advanced mathematics, and no result, however impressive, should be quoted without evidence of the student's real understanding of it.

Group 6 Extended Essays (Music, Visual Arts)

Music:

An Extended Essay in music provides students with an opportunity to undertake research into a topic of genuine interest to them. The student is encouraged to develop and explore, in a disciplined and imaginative way a question appropriate to the subject. The outcome of the research should be a coherent and structured piece of writing that effectively addresses particular issue or research question and arrives at a particular, and preferably personal, conclusion. Real music should be at the heart of an Extended Essay in music, this means that particular pieces of music, experienced via recordings live performances or concerts, should be chosen as the core focus of the Extended Essay. Students should strive for a coherent verbal analysis and interpretation of one or more pieces of music in relation to the chosen research question. Absolute reliance on textbooks and the internet is discouraged and no Extended Essay in music should be based exclusively on such sources. Textbooks should be consulted only insofar as they may stimulate original ideas, provide models of disciplined, structured and informed approaches, and encourage direct and personal involvement with the essay topic.

Choice of topic

The chosen topic may be inspired by one or several of the areas of interest listed here. (Please note, this is not an exhaustive list, but is intended for guidance only).

- Aspects of the Diploma Programme music course (for Diploma Programme music students)
- Local performances or concerts
- Musical cultures that students have encountered that are not their own
- Personal contact with composers and/or performers
- Direct involvement in actually making music

- Recordings
- Music on the internet, or downloaded from it
- Other music that has a particular interest, emotional appeal or other importance for the student

It is strongly recommended that students are encouraged to be as much involved as possible in activities such as those listed previously during the writing process if they are relevant to the chosen topic. However, it is recognized that students who choose an Extended Essay in music may not be studying the Diploma Programme music course.

It is essential that the topic chosen is distinctively musical. It is quite acceptable, for example, for student to explore a topical question relating to popular music, jazz or blues, but the primary focus of the essay must be more concerned with the music itself than with the lives of the performers, the nature of the Instruments used or the lyrics. Supervisors should, therefore, strongly discourage students who are primarily interested in analysing text or lyrics, particularly of pop songs, from submitting Extended Essays in music.

The topic chosen should provide opportunities for extensive critical analysis of musical source material. Topics that are entirely dependent on summarizing general secondary sources (such as textbooks and encyclopedias), and topics likely to lead to an essay that is essentially narrative or descriptive in nature, should be avoided. Restricting the scope of the essay will help to ensure a clear focus, and will also provide opportunities for demonstrating detailed musical understanding and critical analysis.

Visual Arts:

An Extended Essay in visual arts provides students with an opportunity to undertake research in an area of the visual arts of particular interest to them.

The outcome of the research should be a coherent and structured piece of writing (with appropriate illustrations) that effectively addresses a particular issue or research question, appropriate to the visual arts (broadly defined also to include architecture, design and contemporary forms of visual culture). The research may be generated or inspired by the students' direct experience of artwork, craftwork or design, or interest in the work of a particular artist, style or period. This might be related to the student's own culture or another culture. Personal contact with artists, curators and so on is strongly encouraged, as is the use of local and/or primary sources,,

Absolute reliance on textbooks and the internet is discouraged and no Extended Essay in visual arts should be based exclusively on such sources. Textbooks should be consulted only insofar as they may stimulate original ideas, provide models of disciplined, structured and informed approaches, and encourage direct and personal involvement with the essay topic.

Choice of topic

Topics that are entirely dependent on summarizing general secondary sources (such as universal art history textbooks, and encyclopedias), and topics that are likely to lead to an essay that is

essentially narrative or descriptive in nature, should be avoided Biographical studies Of artists must address a relevant issue or research question and arrive at a particular, and preferably personal, conclusion. Choosing a topic that covers many aspects of art history and/or a long period of time is also unlikely to result in a successful essay, Restricting the scope of the essay will help to ensure a clear focus and will provide opportunities for demonstrating detailed understanding and critical analysis.