



NEŞİBE AYDIN EDUCATIONAL INSTITUTIONS
GAZİANTEP CAMPUS

INTERNATIONAL BACCALAUREATE
EXTENDED ESSAY HANDBOOK



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Please keep this booklet. The information it contains is necessary and will help you to meet the requirements of this Core task.

What is the Extended Essay?

The Extended Essay (EE) is a mandatory component of the IB Diploma Programme. It is an independent, self-directed piece of research, culminating in a formal academic paper.

Here are its key features:

- **A Formal Essay:** A sustained piece of academic writing containing no more than **4,000 words**.
- **A Reflective Statement:** The essay is accompanied by a **Reflections on planning and progress form (RPPF)**, which includes a reflective statement of no more than **500 words**.
- **Independent Research:** You choose a topic in consultation with a supervisor (a subject teacher at the school).
- **Student-Driven Work:** The EE is the result of approximately **40 hours of work** by you, the student.
- **Supervisor Support:** The process is supported by a supervisor for a recommended **3-5 hours**.
- **Mandatory Reflections:** This supervision time includes **three mandatory reflection sessions**. The third and final session is the **viva voce**, a concluding interview with your supervisor.
- **External Assessment:** The EE is assessed externally by the IB.
- **DP Core Requirement:** The EE is compulsory for all DP students. You must achieve a **D grade or higher** to be eligible for the IB Diploma.
- **University Preparation:** The process helps prepare you for success at university by developing high-level research, writing, critical thinking, and self-management skills.

The Diploma Points Matrix

Together with Theory of Knowledge (TOK), the EE contributes up to **three points** to your total IB Diploma score.

TOK / EE	A	B	C	D	E or N
A	3	3	2	2	Failing condition
B	3	2	2	1	Failing condition
C	2	2	1	0	Failing condition
D	2	1	0	0	Failing condition
E or N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

The EE Pathways

For your EE, you have a choice of two pathways. Your choice will depend on your personal interests and the nature of your topic.

1. The Subject-Focused Pathway

This is the most common path. You investigate a topic through the lens of **one** specific DP subject. You must use the knowledge, concepts, methods, and terminology of that single subject. It is strongly recommended you choose one of the DP subjects you are currently studying.

2. The Interdisciplinary Pathway

This pathway allows you to investigate a topic by combining the knowledge and methods from **two** different DP subjects. This approach is for topics that may be better explored through the combined lenses of two DP subjects.

- **Integration is Key:** You must integrate elements from both subjects so that they work together effectively to help research the topic. This can lead to new or deeper understanding.



- **Frameworks:** Interdisciplinary essays are registered under one of five broad frameworks:
 1. Culture, identity, expression
 2. Evidence, measurement, innovation
 3. Movement, time, space
 4. Power, equality, justice
 5. Sustainability, development, change
- **Note:** The cross-disciplinary subjects *Environmental systems and societies (ESS)* and *Literature and performance* **cannot** be used in the interdisciplinary pathway; they must be chosen as subject-focused EEs.

The Role of the Student

The EE is an independent task, which requires you to develop self-management, organization, and affective skills like resilience and self-motivation.

You are strongly recommended to:

- Choose a subject and topic that genuinely interests you.
- Develop a **Researcher's reflection space (RRS)** as a planning and thinking tool (like a process journal).
- Plan a realistic schedule for researching and writing, allowing extra time for unexpected problems.
- Meet all internal school deadlines.
- Record your sources as you research—**do not** try to build your bibliography at the end.
- Prepare well for your three mandatory reflection sessions with your supervisor.
- Have a clear structure for the essay before you start writing.
- Check and proofread the final version of your essay carefully.

Do's and Don'ts

DO'S 👍	DON'TS 👎
Choose a subject and topic that interests you and allows you to demonstrate your skills.	Choose a topic or RQ that has been done too many times before.
Use your Researcher's reflection space (RRS) to plan and prepare for reflection sessions.	Overlook the importance of planning.
Make the most of your supervisor's guidance and support.	Try to construct a list of references at the end of the process.
Meet all internal deadlines.	Be unaware of the serious implications of poor referencing or academic misconduct.
Maintain your reference list as you work.	
Familiarize yourself with relevant policies.	

School Logistics & Organization

1. Stay Organized

- Create an "Extended Essay" folder on your computer and in your cloud storage. Keep **all** research, documents, and information there.
- Name your documents clearly (e.g., "EE_Draft_1_Oct10.docx", "EE_Sources_History.docx").
- Keep all your reflections in one document or in your RRS. This will be essential for writing your final 500-word reflective statement.

2. Communicate

- Check school communication channels (ManageBac, School Portal – E12) often for announcements from the EE coordinator and your supervisor.
- **You must be proactive.** Communicate with your supervisor often. It is **your** job to schedule meetings and ask questions, not their job to chase you.

3. Manage Your Time

- Check calendar deadlines often and put them in your personal calendar.
- We give you plenty of time, but you must stay on pace. Do not leave this task until the last minute.



Extended Essay Timeline: Class of 2028

This is a **tentative** timeline. Specific dates will be confirmed by the EE Coordinator.

Students: What needs to be done:	Tentative Due Date:	Supervisor Reminders:
Introductory Phase: Overview of EE structure, assessment criteria, and subject availability.	September 2026	Discuss what an EE in your subject looks like
Supervisor Matching: Matching students with potential supervisors based on interest areas.	September 2026	Work with students for suitability
Preliminary Research: Initial topic exploration and supervisor matching continued.	October 2026	Guide students toward initial research sources
Topic Exploration: Refining interests and preliminary source gathering.	November 2026	Discuss the feasibility of potential research questions
Subject Selection: Finalizing the subject area for the essay.	December 2026	Help students understand subject-specific constraints
Research Question Iterations: Formulating early versions of the research question.	January 2027	Discuss what an EE in your subject looks like
Official EE Introduction by EE Coordinator	February 2027	Discuss what an EE in your subject looks like
Students begin initial research into topics and gather materials/ideas.	Feb/March 2027	Guide students to initial research sources
Subject/Topic Decided and Proposal Completed (RPPF First Reflection).	April 2027	Review proposals
Final Supervisor Matching completed	By Mid-April 2027	Select 1–5 students to work with.

Students: What needs to be done:	Tentative Due Date:	Supervisor Reminders:
Develop refined research question with supervisor; Conduct RESEARCH.	March/April 2027	Help student ensure Research Question is suitable
Annotated Bibliography due.	May 2027	Look over sources and give initial feedback
1st Reflection (Initial) Completed (RPPF Interim Reflection).	July 2027	Review outline and offer feedback
"Work, research, and write" phase.	Summer Break 2027	Respond to questions as needed
Solid Rough Draft due.	1st Week of School (Aug 2027)	Give detailed feedback on this one draft
Revise your draft based on feedback.	Aug–Nov 2027	Respond to questions as needed
2nd Reflection (Interim) Completed (100–150 words)	Early October 2027	Meet with students
Final Draft due	Early December 2027	Predict their grade (A, B, C, D, or E) (Your insight)
Viva Voce (Final Reflection) Completed (RPPF Final Reflection).	Before Winter Break 2027	Meet with student for Viva Voce.

Assessment Criteria (First Assessment 2027)

Your EE will be assessed by an external IB examiner using five criteria, for a total of **30 marks**.

Criterion A: Framework for the essay (6 marks)

- **Guiding Question:** Do the research question, research methods and structural conventions followed provide an effective framework for the essay?
- **What this means:** Is your research question clear, focused, and relevant? Did you explain and use suitable research methods (e.g., literature review, experimentation, data analysis)? Is your essay structured logically (intro, body, conclusion)?

Criterion B: Knowledge and understanding (6 marks)

- **Guiding Question:** Does the student demonstrate knowledge and understanding of the subject matter being used in their research?
- **What this means:** Did you use comprehensive and relevant research? Do you use subject-specific terminology and concepts accurately and effectively, showing you understand the topic?

Criterion C: Analysis and line of argument (6 marks)

- **Guiding Question:** Does the student analyse the information presented in the essay and produce a coherent line of argument?
- **What this means:** Is your essay analytical, not just descriptive? Do you have a clear, sustained, logical argument that links your research findings back to your research question?

Criterion D: Discussion and evaluation (8 marks)

- **Guiding Question:** Does the student discuss the findings and evaluate the essay?
- **What this means:** Do you have a balanced discussion of your findings, fully supported by evidence? Do you evaluate the effectiveness of your own essay, explaining its strengths and, importantly, its limitations?

Criterion E: Reflection (4 marks)

- **Guiding Question:** Does the student evaluate the effect of the extended essay learning experience on them as a learner?
- **What this means:** This criterion assesses **only** your 500-word reflective statement on the RPF. Is your reflection consistently *evaluative* (showing the *value* of the process) rather than just *descriptive* (listing what you did)? Does it show evidence of your growth as a learner and how you might transfer these skills?

Grade Descriptors

Examiners do not use numerical boundaries. They use these qualitative grade descriptors to determine your final grade.

- **Grade A:** Demonstrates **effective** research skills, **excellent** knowledge, **sustained** and **well-supported** arguments, and **critical** evaluation. The reflection is **consistently evaluative** and shows **consistent evidence** of growth.



- **Grade B:** Demonstrates **appropriate** research skills, **good** knowledge, **reasonable** arguments supported by evidence, and **some critical** evaluation. The reflection is **partially evaluative** and **often shows** evidence of growth.
- **Grade C:** Demonstrates **evidence** of research, **some** knowledge, and **partially effective** engagement. Arguments are more **descriptive than analytical**. The reflection is **descriptive** with **some specific examples**.
- **Grade D:** Demonstrates a **lack** of research and an unsatisfactory focus. Knowledge is **sometimes irrelevant**, and analysis is **inconsistent**. Arguments are descriptive and there is a **lack of evaluation**. The reflection is **descriptive** with **no evidence** of transfer of learning.
- **Grade E (Failing Condition):** Demonstrates **little or no research**. Shows **limited** knowledge and an **ineffective** argument. The essay is **largely descriptive or irrelevant**. The reflection is **very limited**. *Achieving Grade E means you cannot be awarded the IB Diploma.*

Academic Honesty

Academic integrity is a set of values and behaviors essential to the EE. All coursework, including your EE, must be authentic and based on your own original ideas, with the ideas and work of others fully acknowledged.

1. Citations and Referencing

You MUST acknowledge all sources used. Failure to do so will be investigated as academic misconduct and may result in no Diploma.

- **Citation vs. Reference:** A **citation** is the short note in the body of your essay (e.g., "(Smith 2020)" or a footnote). A **reference** is the full detail in your bibliography/works cited list at the end. Every citation must link to a full reference.
- **Required Style:** The IB does not prescribe a single referencing style. Our school will inform you of the required style (e.g., MLA, APA, Chicago) for your subject. You must use this style **consistently**.
- **When to Cite:** You must cite when you quote someone's exact words, paraphrase their ideas, or summarize their work.
- **Minimum Requirements:** All references must include, at a minimum: name of author, date of publication, title of source, and page numbers (for print) or URL and date of access (for electronic).

2. Plagiarism and AI

Plagiarism is presenting the work or ideas of another person as your own. Collusion, or working with another student on an individual assessment, is also academic misconduct.



The use of Artificial Intelligence (AI) must be handled ethically:

- You **cannot** present work generated by an AI as your own. This is academic misconduct.
- You **can** use AI as a tool, much like a search engine. For example, you could ask it to help you brainstorm topics or summarize a complex theory.
- If you use material generated by AI, you must treat it as a resource: **you must acknowledge and cite it** just like any other source.
- Be aware that AI can "hallucinate" or invent facts and sources. You are responsible for fact-checking and validating all information.

We will run plagiarism and AI scans on your rough draft to alert you to potential issues, but the final responsibility for academic honesty is yours.

Writing the Extended Essay

Six Required Elements

Your final submitted paper **MUST** include these six elements in this order:

1. **Title page**
2. **Contents page**
3. **Introduction**
4. **Body of the essay** (the main argument)
5. **Conclusion**
6. **References and bibliography** (or Works Cited)

1. Title Page

The title page must **only** include:

- Your **research question** (not a "title").
- Your **student code** (candidate number).
- The **DP subject** (if subject-focused).
- The **two DP subjects and the interdisciplinary framework** (if interdisciplinary).
- The final **word count**.



- **DO NOT** put your name, the school's name, or your supervisor's name on the title page.

2. Contents Page

A contents page must be provided at the beginning, and all pages should be numbered.

3. Introduction

The introduction tells the reader what to expect. It should:

- Establish the focus and scope of the research.
- Provide context and explain the significance of the topic.
- State your **research question**.
- Give an insight into the line of argument you will take.

4. Body

This is the main part of the essay, where you present your reasoned argument. You must show how your relevant evidence supports your argument. Using sub-headings can be helpful for organizing the body, especially in sciences and history. Pay attention to structural conventions of the subject(s) used.

5. Conclusion

The conclusion is a final, summative statement that states what has been achieved. It must:

- Directly relate back to the research question.
- Synthesize (don't just summarize) your findings.
- Note any limitations of your research or unresolved questions.
- **Do not** introduce new evidence or points in the conclusion.

6. References and Bibliography

You must include a full list of all sources you **cited** in the body of the essay, formatted correctly according to the required style. A bibliography may also include sources consulted but not cited.

Appendices

Appendices should be avoided. **Examiners are not required to read them**. All information with direct relevance to your argument **must** be in the main body of the essay.

Word Count

The **maximum word count is 4,000 words**. Examiners are instructed not to read or assess any material beyond this limit. This will negatively impact your score across all criteria.

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/endnotes that are not references	Citations/references (in-text, footnotes, or endnotes)
	The bibliography / works cited
	Headers
	Your 500-word reflective statement (RPPF)

Reflection: The RRS and RPPF

Reflection is a core part of the EE process. It focuses on your journey as a researcher and learner.

Researcher's reflection space (RRS)

You are strongly encouraged to keep an RRS (a process journal, blog, or notebook). This is a personal learning environment to record your:

- Brainstorming and initial ideas
- Responses to articles or sources you find
- Challenges, setbacks, and how you overcame them
- Decisions you made and why
- Notes to prepare for reflection sessions with your supervisor

Your RRS is not directly assessed, but it is the single best tool to help you prepare for your mandatory reflection sessions and write your final reflective statement. Sharing excerpts with your supervisor is recommended.



The Three Mandatory Reflection Sessions

You will have three formal meetings with your supervisor. These are recorded on your **Reflections on planning and progress form (RPPF)**. These sessions should last 20-30 minutes.

1. **First Reflection Session:** This is an initial discussion about your topic exploration, possible research questions, and initial research steps.
2. **Interim Reflection Session:** This meeting focuses on the progress of your research and the development of your argument. You will discuss challenges you've faced and the strategies you've used to overcome them.
3. **Final Reflection Session (Viva Voce):** This is a 20-30 minute concluding interview after you have submitted your final essay. It is a celebration of your work and a chance to reflect on what you learned, the significance of your findings, and your growth as a learner.

The Final Reflective Statement

Following the *viva voce*, you will write your final **500-word reflective statement** on the RPF. This is the *only* part of the reflection process that is formally assessed (under Criterion E).

This statement is your opportunity to **evaluate** your experience. It should include:

- An evaluation of how your skills developed.
- How your perspective on the topic or research process changed.
- Specific examples of your decision-making, challenges, and achievements.
- How you can transfer the skills you learned (e.g., time management, research, critical thinking) to other contexts.

Topic, Title, and Research Question

It is vital to understand the difference between these three terms.

- **Topic:** The broad subject or issue you are investigating (e.g., "The treatment of prejudice in novels," "Urease from soy beans").
- **Title:** *The EE does not require a title.* Your title page features your Research Question, not a title.
- **Research Question (RQ):** This is the **single, clear, and focused question** that your entire essay is intended to answer. It must be phrased as a question. It appears on your title page and should appear in your introduction.

Example:

- **Topic:** Cultural influences on Pablo Picasso's work.
- **Research Question:** "Picasso: individual genius or cultural thief?" (Note: A better RQ would be more focused, perhaps "To what extent were the aesthetic principles of African masks appropriated rather than merely influential in Picasso's *Les Femmes d'Alger* (O.J. no. 119)?")

Five Steps to Developing a Good Research Question

1. **Choose a Subject and Topic:** Pick a subject you are studying and a topic within it that genuinely interests you.
2. **Preliminary Reading:** Read generally about your topic to see what has already been written. See what interesting questions start to emerge.
3. **Pose Emerging Questions:** Start brainstorming open-ended questions about your general topic, often using "how", "why" or "to what extent".
4. **Evaluate the Question:** Is your question...
 - **Clear?** Will the reader understand the nature of the research?
 - **Focused?** Is it specific enough to allow exploration within 4,000 words and available time?
 - **Arguable?** Does it allow for analysis, evaluation, and the development of a reasoned argument?
5. **Consider Research Outcomes:** Start thinking about the direction research might take, possible outcomes, the kind of argument you could make, and what you'll do if sources are insufficient.

Possible Topic Ideas

The following are **examples** from the IB guide to give you an idea of the scope and nature of the EE in different subjects. Do not simply copy these.

Group 1: Language and Literature

- **Topic:** The use of persuasive language in motivational speeches.
- **Research Question:** By what means do Steve Jobs and Martin Luther King seek to inspire their particular audiences?
- **Approach:** A careful analysis of the contexts and the rhetorical and emotive devices employed in Steve Jobs' Stanford University commencement speech (2005) and

Martin Luther King's "I Have a Dream" discourse (1963), with some comparative element.

Group 2: Language B (e.g., Spanish, English B)

- **Topic:** Social tension in Mexico in the 1960s as depicted in song lyrics.
- **Research Question:** To what extent did songs of protest reflect the growing social tensions in Mexico under the military dictatorship in the 60s?
- **Approach:** An investigation into the thematic content of Mexican protest songs.

Group 3: History

- **Topic:** The 1968 Democratic Convention in Chicago.
- **Research Question:** "I have done my best. I have lost, Mr. Nixon has won." (Hubert Humphrey) To what extent did Hubert Humphrey lose the 1968 presidential election because of the Chicago Convention?
- **Approach:** Use primary and secondary sources and different interpretations to discover the reasons for Humphrey's defeat. Assess the importance of the Convention as one factor among many.

Group 4: Sciences (e.g., Biology)

- **Topic:** Urease from soy beans.
- **Research Question:** How does the level of urease activity differ between dried and fresh soy beans?
- **Approach:** An experiment where the enzyme is extracted from both types of soy beans. Urease activity is measured by monitoring the pH of the solution using a pH probe or indicator.

Group 5: Mathematics

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

Group 6: The Arts (e.g., Theatre)

- **Topic:** Physical Theatre.



- **Research Question:** To what extent can social discrimination be discussed through the body in physical theatre? An analysis of DV8's *The Cost of Living*.
- **Approach:** Performance analysis of *The Cost of Living*, identifying physical metaphors. Compare spoken and physical language to see how the message about physical disability is conveyed. Use secondary sources on physical theatre and DV8.



Annex-1: EXTENDED ESSAY (EE) PROPOSAL FORM

Submission Type: Initial Proposal Revised Proposal

Date of Submission: ____ / ____ / ____

1) Student Information

- **Student Name:** _____
- **Grade / Cohort:** _____
- **Candidate Number (if available):** _____
- **Email:** _____

2) Proposed EE Subject Area

- **IB Subject:** _____
- **Subject Teacher / Suggested Supervisor (if known):** _____
- **Alternative Supervisor (optional):** _____

3) Tentative Topic

- **Working Title (Tentative):**

- **Key Focus / Theme (1–2 lines):**

4) Rationale (Why this topic?)

A. Personal and academic motivation (4–6 sentences):

Why are you interested in this topic, and what do you hope to learn or understand more deeply?

B. Subject-specific value (4–6 sentences):

Explain how the topic fits the chosen IB subject and what knowledge/skills you will apply (e.g., analysis, experimentation, interpretation, argumentation).



C. Relevance / significance (2–4 sentences):

What makes this topic meaningful (local/global relevance, real-world connection, contribution to understanding, etc.)?

5) Tentative Research Question (Optional but recommended)

- **Draft Research Question (can change later):**

- **Why this question is *researchable* (2–3 sentences):**

6) Feasibility Check

A. Scope (tick one):

- Too broad (needs narrowing) Appropriate scope Too narrow (needs widening)

B. Evidence / data you will use (tick all that apply):

- Books / academic articles Primary data (experiment/survey/interview)
 Texts/artifacts (literary, historical, media, etc.) Databases / archives
 Other: _____

C. Access to materials/data (2–3 sentences):

What sources/data can you realistically access in the next 2–6 weeks?

D. Potential risks or barriers (tick all that apply):

- Limited sources Ethical concerns Time constraints Equipment needed
 Language barrier Other: _____

7) Preliminary Sources (Minimum 3)

List *initial* credible sources you have already found (books/articles/websites/databases).

1. _____

2. _____



3. _____

4. (optional)

8) Proposed Plan (Short)

In 4–6 bullet points, what are your next steps?

- _____
- _____
- _____
- _____

9) Academic Integrity & Use of AI Tools (Declaration)

Tick all statements to confirm:

- I understand the EE must be my own work and properly referenced.
- I will document all sources and use an approved referencing style consistently.
- If I use AI tools (e.g., for brainstorming or planning), I will **clearly acknowledge** the tool, prompt, and date, and I will not submit AI-generated writing as my own final work.

Academic Honesty Policy_v2

10) Signatures

- **Student Signature:** _____ **Date:** ____ / ____ / ____
- **Supervisor Signature:** _____ **Date:** ____ / ____ / ____
- **EE Coordinator Signature:** _____ **Date:** ____ / ____ / ____