The International Baccalaureate Extended Essay Guidelines

Graduating Class of 2020

2019-20

Chinese International School
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## Acknowledgements

The contents of this booklet are from official information from the International Baccalaureate and the combined knowledge and experience of past and present colleagues – all of whom have ensured the high standard of the Extended Essay by students at the Chinese International School is maintained. **All details about the Extended Essay are taken from the [Extended Essay Guide](goo.gl/tu4peU), The Hague, International Baccalaureate Organization, 2016.**
Overview of the Requirements of Your Extended Essay

Aims of the EE
The EE is an in-depth study of a focused topic. It gives students the opportunity to:

• engage in independent research with intellectual initiative, creativity and rigour
• develop research, thinking, self-management and communication skills
• reflect on what they have learned throughout the research and writing process.

All students must:

• provide a logical and coherent rationale for their choice of topic
• review what has already been written about the topic
• formulate a clear research question
• offer a concrete description of the methods they use to investigate the question
• generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question.

(2016 Extended Essay Guide 113)

“The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay.” (2016 Extended Essay Guide 35)

Assessment Objectives

“In working on the extended essay, students are expected to achieve the following assessment objectives.

Knowledge and understanding

• To demonstrate knowledge and understanding of the topic chosen and the research question posed.
• To demonstrate knowledge and understanding of subject specific terminology and/or concepts.
• To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.

Application and analysis

• To select and apply research that is relevant and appropriate to the research question.
• To analyse the research effectively and focus on the research question.

Synthesis and evaluation

• To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.
• To be able to critically evaluate the arguments presented in the essay.
• To be able to reflect on and evaluate the research process.

A variety of (research) skills

• To be able to present information in an appropriate academic format.
• To understand and demonstrate academic integrity.”

(2016 Extended Essay Guide 39)
Responsibilities of the Student

It is **required** that students:

- Meet all deadlines
- Maintain their Reflections on Planning and Progress Form (RPPF)
- Communicate via ManageBac and email with their supervisor
- Understand and observe the expectations and regulations for the Extended Essay
- Acknowledge all sources of information and ideas in an approved academic manner.

It is **strongly recommended** that students:

- Start work early
- Choose a subject, followed by a topic, and then think carefully about the research question for the essay
- Plan how, when and where they will find material for their essay.
- Plan and share a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems.
- Use NoodleTools to record sources and take notes as their research progresses rather than trying to reconstruct a list at the end.
- Have a clear structure for the essay itself before beginning to write.
- Check and proofread the final version carefully.
- Make sure that all basic requirements are met.

(2016 Extended Essay Guide 50-51)

<table>
<thead>
<tr>
<th>Do ✔</th>
<th>Do Not ✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a subject and the topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality.</td>
<td>Choose a topic or research question that you have seen in exemplars and that have been done too many times before.</td>
</tr>
<tr>
<td>Develop a researcher’s reflection space that will facilitate planning and preparation.</td>
<td>Overlook the importance of planning and how this can contribute to success in your EE.</td>
</tr>
<tr>
<td>Make the most of your supervisor’s availability to guide you in the process.</td>
<td>Try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.</td>
</tr>
<tr>
<td>Prepare for reflections sessions.</td>
<td></td>
</tr>
<tr>
<td>Meet all internal deadlines.</td>
<td></td>
</tr>
<tr>
<td>Maintain references (NoodleTools).</td>
<td></td>
</tr>
<tr>
<td>Familiarize yourself with relevant policies.</td>
<td></td>
</tr>
</tbody>
</table>
Responsibilities of the Supervisor

Supervisors are required to:

- undertake three mandatory reflection sessions with each student they are supervising
- sign and date each reflection summarised on the Reflections on planning and progress form and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. A blank or unsubmitted RPPF will score a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure 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
- be familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students
- monitor 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)
- read and comment on one draft only of the extended essay (but do not edit the draft); this should take place after the interim reflection session, but before the final reflection session, the viva voce
- ensure that the final version of the essay is handed in before the final reflection session (viva voce) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the viva voce, confirm its authenticity.

Supervisors are strongly recommended to:

- read recent extended essay reports for the subject
- spend between three and five hours with each student, including the time spent on the three mandatory reflection sessions
- encourage the development of a Researcher’s reflection space for students
- set a clear schedule for the reflection sessions
- ensure that the chosen research question is appropriate for the subject
- advise students on:
  - access to appropriate resources (such as people, a library, a laboratory)
  - research methods
  - how to cite and reference.

(2016 Extended Essay Guide 48-50)
Material that is quoted or paraphrased—**but not cited**—is plagiarised material. Naturally, plagiarism occurs in other forms, but you should be aware of this particular type.

### 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. **All electronic sources must be date stamped by including the date the student accessed the resource** (for example, accessed 12 March 2018). Caution should be exercised with information found on websites that do not give references or that cannot be cross-checked against other sources.

### Using Online Encyclopedias and Similar Sites

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 too general
- very often the author is unknown
- there is no guarantee that the content meets standards of academic rigour—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 should 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.
The Structure of the Extended Essay

The structure of the essay is essential. You must organise the argument in a way that best presents your body of evidence. More details about the elements of the essay are provided in the “Formal presentation of the Extended Essay” section.

There are six required elements of the Extended Essay:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- Works Cited

You will use MLA* (Modern Language Association) standards for your research and writing. To organise resources and maintain accurate notes, use NoodleTools (www.noodletools.com).

Some students draft the introduction first. If students do that, you must be prepared to revise it once the essay is complete. There is advice available later in this guide about how to do this efficiently and correctly.

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 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 you to keep on track.

Once the main body of the essay is complete,
- It is possible to finalise the introduction which tells the reader what to expect
- The conclusion says what has been achieved,
- It includes notes of any limitations and any questions that have not been resolved.

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 as computer spelling and grammar checkers are useful but will not do everything. Pages must be numbered and the contents page must be completed.

(2016 Extended Essay Guide 82-83)

*As stated above, Psychology EEs will use APA (American Psychological Association) referencing standards.
Determining Your Subject and Topic

You are required to choose a subject area in which you are currently studying as either an HL or SL course.

<table>
<thead>
<tr>
<th>#Language and Literature (Language A)</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>#Language Acquisition (Language B)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>Music</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>Design Technology</td>
<td>Sports, Exercise, and Health Science</td>
</tr>
<tr>
<td>Economics</td>
<td>Theatre</td>
</tr>
<tr>
<td>Film</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Geography</td>
<td>*World Studies</td>
</tr>
</tbody>
</table>

The IB has an official Subject Guide for the Extended Essay. You are well advised to carefully read the section on your potential subject fully and understand the parameters of the subject you are considering. Talk to family, friends and teachers about your ideas and listen to their experience with research.

A good topic and research question...

- Inspires your passion, focus, and discipline.
- Lets you explore your future area of study.
- Can be sustained and accomplished within 40 hours.
- Is information-rich.
- Can be addressed within 4,000 words.
- Is worthy of your summer work.
- Can be tackled independently.

A good topic and question will motivate you to...

- Plan and pursue a research project with intellectual initiative and insight
- Formulate a precise research question
- Gather and interpret material from sources appropriate to the research question
- Structure a reasoned argument in response to the research question on the basis of the material gathered
- Present your Extended Essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
- Use the terminology and language appropriate to the subject with skill and understanding
- Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of the research.
**Language and Literature**

Intended for students who are studying Language A.

- Category 1—Studies of 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

**Language Acquisition**

Intended for students who are studying Language B.

- Category 1—Language
- Category 2—Culture and society (a or b)
- Category 3—Literature

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**World Studies**

World Studies is a unique opportunity to conduct an interdisciplinary study of an “issue of contemporary global significance.” (Contemporary means it must have taken place in your lifetime.)

The interdisciplinary research must include two IB Diploma Programme subject areas and blend them into a “coherent and insightful analysis” of the chosen issue.” (2016 Extended Essay Guide 367).

Students are required to:
- identify an issue of global importance
- identify a local manifestation of the issue of global importance
- develop a clear rationale for taking an interdisciplinary approach and use the conceptual framework and vocabulary of two Diploma Programme subjects.

If you choose the World Studies option, you must join two subjects that you are taking as a course of study as an HL or SL subject.

In addition to blending two DP subject areas, candidates must register their essays under one of six areas of study.

The global themes are:
- Science, Technology, and Society
- Culture, Language, and Identity
- Conflict, Peace, and Security
- Equality and Inequality
- Health and Development
- Environmental and/or Economic Stability

Candidates must state clearly at the beginning of their essay which DP subjects they are utilising to explore the chosen theme.
# Deadlines and Obligations

All communication will be conducted via ManageBac. You are responsible to maintain contact with your Supervisor and the EE Coordinator. Ask questions and seek guidance!

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch of EE</strong></td>
<td></td>
</tr>
<tr>
<td>Introductory details, expectations, and clarification</td>
<td>on February 20</td>
</tr>
<tr>
<td><strong>EE Proposal Form Submission</strong></td>
<td></td>
</tr>
<tr>
<td>Supervisors assigned by HODs</td>
<td>by March 6</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td></td>
</tr>
<tr>
<td>Preliminary research, discussions w/Supervisor, forming Research Question</td>
<td></td>
</tr>
<tr>
<td><strong>EASTER BREAK, APRIL 15-APRIL 22</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Enter final Research Question in ManageBac</strong></td>
<td>by April 24</td>
</tr>
<tr>
<td><strong>Study Leave, SLCs, Exams and Arts Focus Days, May 2-17</strong></td>
<td></td>
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<tr>
<td><strong>Building resources and data</strong></td>
<td></td>
</tr>
<tr>
<td>• Research and note taking</td>
<td></td>
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<tr>
<td>• Resource collection</td>
<td></td>
</tr>
<tr>
<td>• Early drafting of essay</td>
<td></td>
</tr>
<tr>
<td>• Lab sciences <strong>finalise experiment plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EE WEEK, JUNE 13-18</strong></td>
<td></td>
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<tr>
<td><strong>Lab Sciences:</strong></td>
<td></td>
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<tr>
<td>• Conduct experiments and gather data</td>
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<tr>
<td>• Assemble resources, and materials</td>
<td></td>
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<tr>
<td>• Build notecards on NoodleTools</td>
<td></td>
</tr>
<tr>
<td>• Complete Annotated Bibliography (to date)</td>
<td></td>
</tr>
<tr>
<td><strong>All others:</strong></td>
<td></td>
</tr>
<tr>
<td>• Assemble resources and materials</td>
<td></td>
</tr>
<tr>
<td>• Build notecards on NoodleTools</td>
<td></td>
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<tr>
<td>• Complete Annotated Bibliography (to date)</td>
<td></td>
</tr>
<tr>
<td><strong>Annotated Bibliography shared via ManageBac</strong></td>
<td></td>
</tr>
<tr>
<td>Meet w/Supervisor for Reflection Session #1</td>
<td>on June 17</td>
</tr>
<tr>
<td>Submit RPPF #1</td>
<td></td>
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<tr>
<td><strong>SUMMER BREAK</strong></td>
<td></td>
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<tr>
<td><strong>Meet w/Supervisor Reflection Session #2</strong></td>
<td></td>
</tr>
<tr>
<td>Submit RPPF #2</td>
<td>by September 4</td>
</tr>
<tr>
<td><strong>Submit the completed, printed draft (hard copies only)</strong></td>
<td></td>
</tr>
<tr>
<td>(4,000 words with all required elements)</td>
<td>on September 11</td>
</tr>
<tr>
<td><strong>THIS IS YOUR VERY BEST EFFORT ON WHICH YOUR SUPERVISOR WILL PROVIDE HELPFUL COMMENTS.</strong></td>
<td></td>
</tr>
<tr>
<td>Formal feedback returned to students</td>
<td>by September 25</td>
</tr>
<tr>
<td><strong>Final electronic submission via ManageBac</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Meet w/Supervisor and conduct viva voce (Reflection Session #3)</strong></td>
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<tr>
<td>Submit RPPF #3</td>
<td>by November 4</td>
</tr>
</tbody>
</table>
Developing a Research Question

Finding your direction...
The subject you choose should be something that you are studying as an HL or SL class. If you are thinking of a World Studies essay, at least one of your subject areas should be something you take as a class. Understand why you like the subject and topic so much.

Do plenty of preliminary reading.
• What else has already been written about your topic?
• How easy is it to find and access resources for your topic?
• What is the range of quality of resources?
• What questions are emerging as you read? (Hint: write them down)

Think about your emerging questions.
• What stands out to you?
• How could you form sustainable research questions from your reading?

Narrow your draft questions.
• Is the question clear?
• How well can it guide your research?
• Is the question too narrow or too broad?
  • Can the question be sustained for 4,000 words?
  • Is the question bigger than a 4,000 word essay?
• Is the question arguable?
  • Does it allow for analysis, evaluation, and a reasoned argument?

The research question should therefore be non-trivial and follow from the existing body of literature on the topic.
It must be:
• specific, sharply focused and capable of being answered within a 4,000-word essay
• stated clearly in the introduction of the essay and on the title page
• related to the chosen topic.
Students need to avoid researching questions that are too narrow or too obvious as this will limit their ability to formulate reasoned arguments.

Their answer to the question must be analytical rather than descriptive.

<table>
<thead>
<tr>
<th>UNCLEAR, UNFOCUSED AND UNARGUABLE RQS</th>
<th>CLEAR, FOCUSED, NARROW RQS LENDING THEMSELVES TO IN-DEPTH RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the impact of Ho Chi Min's allegiance to Lenin?</td>
<td>To what extent was nationalism the guiding fact in Ho Chi Minh’s adoption of Leninism in 1920?</td>
</tr>
<tr>
<td>What is the history of Chinese theatre?</td>
<td>How does the legacy of Mei Lan Fang contribute to modern Jingju?</td>
</tr>
<tr>
<td>How important is chlorophyll to plant life?</td>
<td>What is the effect of different concentrations of kinetin on level agin and the biosynthesis of chlorophyll?</td>
</tr>
<tr>
<td>How can the US government's spending policy be reformed?</td>
<td>To what extent did the rising COE 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 2012-2016?</td>
</tr>
</tbody>
</table>
The assessment criterion E (engagement) will be applied in the assessment of students’ reflections. Representing 18% of the total grade, this is an extremely important part of the overall EE assessment. It is important to stress with students that examiners want to gain an insight into their thinking processes throughout their experience with the EE. **Criterion E 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, after considering the student's RPPF (bit.ly/2Hsw2DE)

**For Students**

**First Formal Reflection (Session #1)**
Topics of discussion that should arise during this session include:
- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student’s ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student’s working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

**Student Preparation for Session 1**
- Do I have sufficient data/information to begin formulating an argument?
- If I do not have sufficient data/information, how will I go about resolving this? Can it be resolved?
- To what extent does the data/information I have relate to my proposed research question?
- Given the data/information I have collected, do I need to reformulate my research question?
- Has the data/information collected taken me in an unexpected direction?
- Do I want to change course now? Is it too late?
- Are there still questions/issues that I am unclear how to resolve?
- Am I keeping to a schedule with the writing process?

**500 Words for All Three RPPFs**

The total number of words for your RPPFs is 500. That breaks down to 166 words per entry. It is wise to reserve extra words for RPPF #3.
RPPF and Reflection Sessions (Mandatory, Criterion E)

Interim Reflection (Session #2)
By the end of the interim reflection session both student and supervisor should feel satisfied that there is:
- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the writing plan during the summer months

Student Preparation for Session 2
- Do I have a reasoned argument that can be sustained throughout the essay?
- Am I able to make coherent links between different points made and the evidence presented?
- To what extent have I answered my research question?
- What reasons may have affected my ability to answer my research question?
- If I have been selective in the evidence presented in my essay, can I justify my choices?
- Is there a clear summative conclusion, and does this reflect the discussion that has taken place?
- To what extent do I think I have fulfilled the expectations of the extended essay as a task?
- Has my research resulted in me changing my perspective or views on the topic in question?
- What strategies have I employed that have worked particularly well at this stage of the process?

Final Reflection (Session #3, the viva voce)
The viva voce is a short interview between the student and the supervisor. This final mandatory session is an opportunity to reflect on the whole EE process, the successes, the challenges, and to confirm the authenticity of the work. This happens after the submission of your final draft.

Student Preparation for Session 3
- To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research?
- What strategies did I employ that proved particularly effective in the research process?
- What skills have I developed and how might these be useful in the future?
- What improvements might I suggest to my own working practices?
- How might different research strategies have impacted my outcomes?
- What did I learn about myself as a learner in this process?

RPPF Progression

Your total number of words for the RPPFs is 500 words. That breaks down to 166 words per entry.
RPPF #1- Mostly descriptive detail of your process.
RPPF #2- More analytical
RPPF #3- Evaluative of the whole process.
Supervisor Support of the RPPF

The Role of the Supervisor

During each reflection session, the Supervisor seeks to understand the thinking and process of the student. While the early sessions focus on the Descriptive and Analytical aspects of the experience, the final session should move to the Evaluative, giving the student the opportunity to discuss growth through the process.

Learn more about how the RPPF should appear at the various stages by visiting this link (bit.ly/2ykVwh1).

Levels of Description

<table>
<thead>
<tr>
<th>Descriptive</th>
<th>Analytical</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did I do?</td>
<td>• Was my research successful?</td>
<td>• If I were to undertake this research again, would I do it differently—if so, why or why not?</td>
</tr>
<tr>
<td>• How did I undertake my research?</td>
<td>• If I changed my approach or strategies during the process, why did I do this?</td>
<td>• What has affected this?</td>
</tr>
<tr>
<td>• What were the problems I faced?</td>
<td>• What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?</td>
<td>• If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome?</td>
</tr>
<tr>
<td>• Did my approach or strategies change throughout the process?</td>
<td>• How has my understanding of the topic and research process developed throughout the task?</td>
<td>• What can I conclude from this?</td>
</tr>
<tr>
<td>• What have been the high and the low points of the research and writing process?</td>
<td></td>
<td>• Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What, if any, questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?</td>
</tr>
</tbody>
</table>
Using and Acknowledging Resources

The *MLA Handbook for Writers of Research Papers (8th Edition)* is the final arbiter for proper formatting, presentation, and referencing. You have vast experiences from MYP and DP that contribute to your understanding of the rules; however, you will have questions. Visit your Librarian for advice.

Use of Resources

Some ideas in any essay you write may be your own, but reference material should be used to substantiate ideas and you should acknowledge the contributions and thinking of others on the essay topic chosen. **It must be stressed that within the essay all ideas, suggestions, information, argument and quotations from other sources MUST be acknowledged and cited.** That is, **do not offer the words or ideas of another as if they are your own.** The list of references should be precise and follow the MLA standards.

**Direct quotations** should be used sparingly, should be brief, woven into the context of the discussion, clearly marked with quotation marks (" "), and acknowledged correctly.

The main functions of quoted statements are:

- To support your arguments – such support follows only when the author quoted is recognised as an authority in the field, and when the passage quoted is relevant to the argument.
- To present a case which you wish to attack.
- To illustrate or confirm facts or points of view which you state to be so.
- To present a brief statement that is both relevant, and apt in the words expressed.
- To share something that can only best be shared with a direct quote.

Format of footnotes/endnotes

**Footnotes** should be used sparingly and only when completely necessary. Footnotes count in your total word count, so using them is mostly ill-advised. MLA style does not utilise footnotes for referencing, thus you will not either.

Works Cited

**When citing always ask yourself, “Do the details supplied allow anyone to locate the materials cited in the essay?”**

Documenting all resources 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.

Take meticulous notes and records of your research. Using NoodleTools is the ideal method, as it will provide all of the necessary support to keep resources connected to notes.

**Turnitin.com**

When you submit your final essay to ManageBac, Turnitin checks it automatically.

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**A Word About Plagiarism**

It is your academic obligation to credit (cite) all ideas and concepts taken from other resources. Whether it’s simple inspiration or direct quotation, you should give the originators their due credit. Maintain strong note-taking habits in order to keep your resources organised.
Formal Presentation of your Extended Essay

The Extended Essay should be written in a clear, formal academic style.

Format

The essay must be formatted as follows:

- “Readable” font (Arial or Times New Roman (including title page)
- Size 12 (including title page)
- Double-spaced
- Numbered pages
- No candidate or school name anywhere in the essay

Word Count

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 all 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.”

(2016 Extended Essay Guide 85)

Students writing their Extended Essay in Chinese should use the following conversion.

- 1 word = approximately 1.2 Chinese characters

Illustrations, Graphs, Tables, & Maps

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 illustrative material must be cited.

<table>
<thead>
<tr>
<th>INCLUDED IN WORD COUNT</th>
<th>NOT INCLUDED IN WORD COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Contents page</td>
</tr>
<tr>
<td>Main body</td>
<td>Maps, charts, diagrams, annotated illustrations</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Tables</td>
</tr>
<tr>
<td>Quotations</td>
<td>Equations, formulas, and calculations</td>
</tr>
<tr>
<td>Footnotes and Endnotes</td>
<td>Parenthetical citations/references</td>
</tr>
<tr>
<td></td>
<td>Works Cited</td>
</tr>
<tr>
<td></td>
<td>Reflections on Planning and Progress form</td>
</tr>
</tbody>
</table>

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

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

Footnotes and Endnotes

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. If something is worth saying, say it in the body of your essay.

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 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- 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.”

(2016 Extended Essay Guide 87)

Title Page

The title page must include:

- Your title
- Your research question
- Your subject
  - if it is a language essay, indicate which category
  - if it is a World Studies essay, state the theme and the two subjects utilised
- Word count

As stated previously, the candidate name should not appear on any of the pages of the essay, including the title page.

A Word About Names

Please note that the name of the student or the school should not appear anywhere in the essay. This is because the work is assessed anonymously.
Contents page
A contents page must be provided at the beginning of the Extended Essay and all pages should be numbered.

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.

The introduction will include:
• An indication of *why the topic chosen is interesting, important or worthy of study.*
• An indication of whether the topic has been narrowed to a focus of more manageable proportions. (This is also called the scope of your essay with an explanation.)
• A clearly and precisely stated *research question* and/or *thesis statement.* The context can be included here.
• A *literature review* of outside reading and influences (secondary sources).
• A clear, *precise methodology* i.e. how the essay is organized so that it answers the research question in an analytical fashion.
  • This has to be clear and concise and must be elaborated on.
• A *clear concluding statement* of the thesis and argument, i.e., the response to the research question that your essay is developing or in other words what is your essay saying.

The Body
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 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 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.

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.

The 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.

The Works Cited
All references must be listed alphabetically, using the author’s last name. Numbering is not an option, and you will not list your resources by type (i.e. Print, Web, DVD, etc.).
Set out each reference meticulously. Include only those works that you have consulted and cited. The format for books and journal articles is different. Using NoodleTools will give you the best results.
Your entire list of Works Cited (all materials quoted or o) must be in your Works Cited list.

**A Word About Citations**

Failure to comply with this requirement will be viewed as plagiarism and will be treated as a case of malpractice that, if upheld, leads to non-award of the IB Diploma.
Assessment Criteria

Treatment of the topic
Once students have identified their topic and written their research question, they can decide how to research their answer. They may find it helpful to write a statement outlining their broad approach.

The definition of “research” and terms such as “primary data” and “secondary data” varies from subject to subject.

In some subjects, students must use both primary and secondary data. In others, students may, or even must, rely exclusively on secondary data.

However, all students must carry out secondary research in terms of a literature review for their topic.

All students must:
- provide a logical and coherent rationale for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- offer a concrete description of the methods they use to investigate the question
- generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question.

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it.

Assessment of the extended essay is a combination of formative assessment (the Reflections on planning and progress form) and summative assessment (the extended essay itself).

Generic assessment criteria are used with subject-specific interpretations.

<table>
<thead>
<tr>
<th>CRITERION A: FOCUS &amp; METHOD</th>
<th>CRITERION B: KNOWLEDGE &amp; UNDERSTANDING</th>
<th>CRITERION C: CRITICAL THINKING</th>
<th>CRITERION D: PRESENTATION</th>
<th>CRITERION E: ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic</td>
<td>• Context</td>
<td>• Research</td>
<td>• Structure</td>
<td>• Process</td>
</tr>
<tr>
<td>• Research Question</td>
<td>• Subject-specific terminology and concepts</td>
<td>• Analysis</td>
<td>• Layout</td>
<td>• Research focus</td>
</tr>
<tr>
<td>• Methodology</td>
<td></td>
<td>• Discussion and evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marks: 6
Marks: 6
Marks: 12
Marks: 4
Marks: 6

Total marks available: 34

A Word About Criteria
In order to have a clearer sense of what all criteria ask of students, we recommend you visit Unpacking the Criteria (goo.gl/XI93Xv).

A Word About Criteria
In order to have a clearer sense of what all criteria ask of students, we recommend you visit Unpacking the Criteria (goo.gl/XI93Xv).
## Assessment Criterion A: Focus and Method

<table>
<thead>
<tr>
<th><strong>Level</strong></th>
<th><strong>Descriptors of Strands and Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>The work does not reach a standard outlined by the descriptors below.</strong></td>
</tr>
</tbody>
</table>
| 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. |
| 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) have been applied in relation to the topic and research question.  
|           | • There is evidence of effective and informed selection of sources and/or methods. |

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.
## Assessment Criterion B: Knowledge and Understanding

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptors of Strands and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1-2   | **Knowledge and understanding is limited.**  
  • The selection of source material has limited relevance and is only partially appropriate to the research question.  
  • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.  
  **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 selection of source material is mostly relevant and appropriate to the research question.  
  • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.  
  **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. |
| 5-6   | **Knowledge and understanding is excellent.**  
  • The selection of source materials is clearly relevant and appropriate to the research question.  
  • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.  
  **Use of terminology and concepts is good.**  
  • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective 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.
### Assessment Criterion C: Critical Thinking

<table>
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<tr>
<th>Level</th>
<th>Descriptors of Strands and Indicators</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1-3   | **The research is limited.**  
                  • The research presented is limited and its application is not clearly relevant to the RQ.  
                  **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 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. |

**Criterion C continues on the next page...**
Assessment Criterion C: Critical Thinking (continued)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTORS OF STRANDS AND INDICATORS</th>
</tr>
</thead>
</table>
| 7-9   | **The research is good.**  
|       | • The majority of the research is appropriate and its application 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 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. |
### Assessment Criterion D: Presentation

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptors of Strands and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 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. |

### Assessment Criterion E: Engagement

<table>
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<tr>
<th>Level</th>
<th>Descriptors of Strands and Indicators</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</td>
</tr>
</tbody>
</table>
| 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. |
Criteria Checklist

This helpful checklist sharpens your focus and asks to you consider very particular points. To see the original tables from the IB, go to bit.ly/2UdkgP7.

Criteria 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.

☐ Does this essay meet the requirements for the subject for which you are registering it?
☐ Is your research question stated as a question?
☐ Have you explained how your research question relates to the subject that you selected for the extended essay?
☐ Have you given an insight into why your area of study is important?
☐ Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague?
☐ Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?
☐ Did you explain why you selected your methodology?
☐ Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?
☐ If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?
☐ Are there any references listed in the bibliography that were not directly cited in the text?

Criteria 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.

☐ Have you explained how your research question relates to a specific subject you selected for the extended essay?
☐ Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?
☐ Is it clear that the sources you are using are relevant and appropriate to your research question?
☐ Do you have a range of sources, or have you only relied on one particular type, for example internet sources?
☐ Is there a reason why you might not have a range? Is this justified?
Criteria Checklist (continued)

Criteria C, Critical Thinking
This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.

☐ Have you made links between your results and data collected and your research question?
☐ If you included data or information that is not directly related to your research question have you explained its importance?
☐ Are your conclusions supported by your data?
☐ If you found unexpected information or data have you discussed its importance?
☐ Have you provided a critical evaluation of the methods you selected?
☐ Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?
☐ Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?
☐ Are all your suggestions of errors or improvements relevant?
☐ Have you evaluated your research question?
☐ Have you compared your results or findings with any other sources?
☐ Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?

Criteria 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.

☐ Have you read and understood the presentation requirements of the extended essay?
☐ Have you chosen a font that will be easy for examiners to read on-screen?
☐ Is your essay double-spaced and size 12 font?
☐ Are the title and research question mentioned on the cover page?
☐ Are all pages numbered?
☐ Have you prepared a correct table of contents?
☐ Do the page numbers in the table of contents match the page numbers in the text?
☐ Is your essay subdivided into correct sub-sections, if this is applicable to the subject?
☐ Are all figures and tables properly numbered and labelled?
☐ Does your bibliography contain only the sources cited in the text?
☐ Did you use the same reference system throughout the essay?
☐ Does the essay have less than 4,000 words?
☐ Is all the material presented in the appendices relevant and necessary?
☐ Have you proofread the text for spelling or grammar errors?

Criteria 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, after considering the student’s RPPF.

☐ Have you demonstrated your engagement with your research topic and the research process?
☐ Have you highlighted challenges you faced and how you overcame them?
☐ Will the examiner get a sense of your intellectual and skills development?
☐ Will the examiner get a sense of your creativity and intellectual initiative?
☐ Will the examiner get a sense of how you responded to actions and ideas in the research process?
Ethical Guidelines for Research and Fieldwork

The following guidelines apply to research and fieldwork in all Extended Essays.

- Extended Essay students must exercise the greatest sensitivity to local and international cultures.

- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.

- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.

- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.

- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.

- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.

- Extended Essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.

- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.

- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.

- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.

- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

(Extended Essay, 2013)
Library and Research Resources

The CIS Secondary Library is your first option!
Stop by in person or visit the website at secondarylibrary.cis.edu.hk

I. Library Catalog – Destiny

To check library books, websites and subscribed databases.
URL: library.cis.edu.hk
Login: Use your Moongate username and password

II. Available Databases at the CIS Secondary Library (secondarylibrary.cis.edu.hk/home)

EBSCOHost

EBSCOHost features articles from newspapers, magazines, peer reviewed journals, and reference materials in the full array of subjects. While especially strong in the sciences, economics, and psychology, one can find current, reliable, and authoritative information on virtually any topic. Highly recommended for your research.

Global Issues in Context

Global Issues in Context focuses on issues, such as war, genocide, terrorism, human rights, poverty, famine, globalisation, world trade, nuclear proliferation, and global warming. It also features opportunities for cross-cultural studies and access to periodicals from around the world, truly offering a global perspective. Academic journals, reference works, and popular publications provide a range of options.

JSTOR

A collection of college-level academic journals, letters, images and other primary sources appropriate for Diploma students. You must create your own individual account before doing research.

Literary Reference Center

This is an excellent collection of author biographies, plot summaries and work overviews, full-text essays, literary reference books, full text for literary magazines articles and journals, book reviews, poems from hundreds of sources, short stories, classic texts, author interviews, and much more.

Science Reference Center

Topics covered in Science Reference Center include biology, chemistry, earth and space science, environmental science, health and medicine, life science, mathematics, physics, science and society, science as inquiry, scientists, technology, and wildlife.

WiseSearch

A collection of local and regional newspapers in both Chinese and English. On-campus access only.
Gale Literary Sources
Abounding with countless options for author searches, title searches, biographies, literary criticism, and literary terminology, this resource is ideally suited for our English classes. Additional resources in this database are: Dictionary of Literary Biography, LitFinder, Literature Criticism Online, Literature Resources Center, Something About The Authors Online, Scribner Writers Online, Twayne's Authors Online.

World History in Context
World History in Context features over five thousand years of world history. Students and staff alike may access primary documents, historical journal articles, streaming media, and much more. Examining world history through multiple perspectives and bringing it into a modern context makes this database useful for all.

Science in Context
Science in Context focuses on key scientific concepts across the range of disciplines. These resources connect scientific disciplines to real-world issues. Materials are updated daily, and you will find only credible and reliable resources here.

III. Other Libraries in Hong Kong: Stop by the CIS Secondary Library to gain access to the university libraries.

1. University of Hong Kong Libraries:
Online catalogue: julac.hosted.exlibrisgroup.com/primo-explore/search?
vid=HKU&sortby=rank
(An HKU Library card is available to borrow from the Secondary Library. Please check with your librarians to learn how to use this facility.)

2. Hong Kong Public Libraries:
Library card application form is available for download here (www.hkpl.gov.hk/english/aboutus/aboutus_forms/aboutus_forms.html).

IV. Citation Support

1. NoodleTools  www.noodletools.com
Users need to create an individual account to maintain their lists of resources. If you do not already have a NoodleTools account, create one now.
This is the most useful and wide-ranging tool you can use to organise your research notes and maintain a quality list of Works Cited.