

The Extended Essay

A guide for students

Adapted from the IB Extended Essay guide 2017.

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Aims of the Extended Essay

The aims of the extended essay are to provide you with the opportunity to:

- Independently research a focused topic
- Develop research and communication skills.
- Develop creative and critical thinking skills.
- Engage in a systematic process of research appropriate to the subject.
- Experience the excitement of intellectual discovery.

Learning Objectives.

In working on the extended essay, you are expected to:

1. Plan and follow a research project with intellectual initiative and insight.
2. Create a precise research question.
3. Gather and interpret material from sources appropriate to the research question.
4. Structure a reasoned argument in response to the research question on the basis of the material gathered.
5. Acknowledge sources in one of the established academic ways.
6. Use the terminology and language appropriate to the subject.
7. Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

Overview of the Extended Essay.

The Extended Essay is:

- Compulsory for all DP students.
- Up to 4,000 words (8,000 Japanese characters) long.
- Expected to take 40 hours to complete.
- A piece of independent research/investigation on a topic.
- Chosen by you and your supervisor.
- An in-depth piece of structured writing, in which ideas and findings are communicated in a clear manner with detailed reasons, appropriate to the subject chosen.
- Followed by a short, concluding interview, or *viva voce*, with the supervisor.
- Assessed against common criteria, linked to each subject.
- Externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB diploma.

The extended essay and the IB learner profile

- You are responsible for your own independent learning.
- The research process involves intellectual risk-taking and extensive reflection; open-mindedness.
- Balance and fairness are required for a good extended essay.
- The extended essay is a natural progression from the personal project.

Your Responsibilities.

It is **required** that you.:

- Choose a topic that fits into one of the subjects on the approved extended essay list.
- Meet deadlines.
- Acknowledge all sources of information and ideas in an approved academic manner.

It is **strongly recommended** that you:

- Start work early.
- Think very carefully about the research question.
- Plan how, when and where you will find material.
- Plan a schedule for both researching and writing the essay.
- Record sources as your research progresses.
- Have a clear structure for the essay itself before beginning to write.
- Check and proofread the final version carefully.

Advice to students from examiners.

Before you starting work on the extended essay, you should:

- Read the assessment criteria.
- Read previous essays to identify strengths and possible pitfalls.
- Spend time working out the research question. A good research question is:
 - ✓ One that asks something worth asking
 - ✓ Answerable within 40 hours/4,000 words.
 - ✓ Clear on what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation.
 - ✓ Work out a structure for the essay.

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

- Start work early and stick to deadlines.
- Maintain a good working relationship with you supervisor.

- Construct an argument that relates to the research question.
- Use the MMRC and ask the librarians for advice.
- Record sources as you go along (**Don't leave until the end**).
- Choose a new topic and a research question that **can** be answered if there is a problem with the original topic.
- Use the appropriate language for the subject.

After completing the essay, you should:

- Write the abstract
- Check and proofread the final version carefully.

Things to avoid

You **should not** work with a research question that is:

- Too broad
- Too vague
- Too narrow
- Too difficult
- Inappropriate.
- If you don't not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

You should not:

- Ignore the assessment criteria.
- Forget to analyse the research question.
- Collect material that is irrelevant to the research question.
- Use the internet uncritically.
- **Plagiarise.**
- Merely describe or report (evidence must be **used** to support the argument).
- Repeat the introduction in the conclusion.
- Cite sources that are not used.

You and your supervisor

Your supervisor will advise you during both the planning stage and when you are undertaking and writing up your research.

Together you will discuss:

- The nature of the extended essay.
- The best research methods to be used.
- The formal (including assessment) requirements for the completion of the essay.

It is up to **you** to arrange meetings with your supervisor to obtain advice and information. Your supervisor can comment on the final draft of your essay which can be discussed in a meeting. This is the last time the supervisor sees your essay before it is finally submitted. Your supervisor's comments should be open ended and not involve editing the text.

Your supervisor cannot:

- Correct spelling and punctuation
- Correct experimental work or mathematics
- Re-write any of the essay
- Indicate where whole sections of the essay might be better placed
- Proof read the essay for errors
- Correct bibliographies or citations

Authentication

All work submitted to the IB for assessment must be authenticated by a teacher, and must not include any known instances of **academic misconduct**.

Once a you have officially submitted the final version of your work to a supervisor (or coordinator) for assessment, and have confirmed the authenticity of the work, it cannot be retracted.

Work that is submitted but does not comply with the expectations and requirements outlined in the IB publication on Academic Honesty will be treated as a case of academic misconduct.

Researching the Extended Essay.

The research process

When researching the extended essay, students should do the following:

1. Choose a Diploma Programme subject for the extended essay.
 - Read the assessment criteria and the relevant subject guidance (your supervisor will have this).
2. Choose a topic.
3. Create a well-focused research question.
4. Plan the investigation and writing process.
 - Identify how and where you will gather information.
 - Identify which system of academic referencing you will use, appropriate to the subject of the essay.
 - Set deadlines for yourself that will allow you to meet the school ones.
5. Plan a structure for the essay. This may change as the investigation develops but it is useful to have a direction.
6. Start reading.
 - If you discover that it will not be possible to get the evidence needed, the research question should be changed. Go back to stage 3, 2 or 1, and choose a new research question that can be answered.
7. Carry out the investigation.
 - The material gathered should be put together in a logical order, linked to the structure of the essay. Only then will you know whether you have enough evidence for each stage of the essay.
 - Prepare for things to go wrong. You may discover something later in the investigation that changes your ideas, so your plan will need to be adjusted.

Writing the extended essay

A) The structure of the essay.

Here are some ideas to help you with the structure of your essay:

The structure of the essay is very important. It will help you to organise your arguments, making best use of the evidence gathered.

Here are the required parts of the final essay.

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

Use the chosen system of academic referencing **as soon as** you start writing. You must have a clear understanding of how it is to be used and use it consistently.

You can make a draft of the introduction first but you might need to revise it once the essay is complete.

The body of the essay should be presented in the form of a reasoned argument. It should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports your arguments. Sub-headings can be used to help the reader to understand the arguments (and will also help you keep on track).

Once the main body of the essay is complete, you can finalise the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including any limitations and any questions that have not been resolved).

Any information that is important to the argument **should not** be included in appendices or footnotes/endnotes. The examiner **does not have to read** notes or appendices, so an essay that is not complete in itself will lose marks.

You must check that you have cited sources for all material that are not your 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.

Pages must be numbered

The contents page must be completed.

The abstract is normally written last.

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject you are writing about.

B) The length of the extended essay

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

- Acknowledgments
- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical or numbered)
- Footnotes or endnotes
- The bibliography
- Appendices.

Examiners are not required to read anything after the 4,000 word limit.

If you are writing in Japanese, 1 word = approximately 2 Japanese characters (limit 8000 characters).

C) Title

The title should provide a clear focus of the essay. It should be precise and doesn't have to be a question.

D) Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

E) Illustrations

Illustrative material must be well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are related to a specific point made in the essay.

F) Bibliographies, references and citations

An extended essay must reflect academic honesty in research practices and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate bibliographies and referencing.

Failure to comply with this requirement will be viewed as plagiarism and will be treated as **malpractice**.

i. The bibliography.

A bibliography is an alphabetical list of every source used to research and write the essay.

It is important to remember that, whatever style is chosen to cite sources, it must be applied consistently. You must have a clear understanding of how it is to be used before embarking on the research task.

The following are examples of acceptable documentation styles.

- American Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago/Turabian
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA)
- Numbered references

ii. The reference.

A reference is a way of indicating to the reader where information has been obtained.

A reference provides all the information needed to find the source material.

References must be cited because they acknowledge the sources used, and allow the reader to consult the work and check the data that has been presented.

References must be given whenever someone else's work is quoted or summarised.

References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

Internet references should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author.

The requirement of the IB is that all electronic sources must be date-stamped.

Be careful with information on websites that do not give references or that cannot be cross-checked against other sources.

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.

iii. Citations.

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay.

A citation provides the reader with accurate references so that he or she can locate the source easily.

G) Appendices, footnotes and endnotes

Make sure you include all information of direct relevance to the analysis and argument in the main part of your essay as appendices, footnotes and endnotes are not an essential section of the extended essay and **examiners are not required to read them.**

If you put important material in notes or appendices you risk losing marks.

Unless essential, complete lists of raw data should not be included in the extended essay.

You should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.

H) The use of other media and materials.

Computers

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

Computer programmes may only be included (in particular circumstances) in computer science and physics essays.

CDs, DVDs and audio-visual materials

The extended essay is a paper in an academic journal. CDs, DVDs and audio-visual materials should not normally be included.

Specimen materials

Specimen materials must **not** be submitted. Photographic evidence may be submitted instead.

The viva voce

The *viva voce* is a short interview between you and the supervisor, and is a conclusion to the process.

The *viva voce* serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process

- An opportunity to reflect on what has been learned
- An aid to the supervisor's report

The *viva voce* lasts between 10 and 15 minutes.

Award of diploma points

All extended essays are externally assessed by examiners appointed and are marked from 0 to 36, which is then changed to a letter, A-E.

The extended essay contributes to the overall diploma score. A maximum of 3 points are awarded according to your combined performance in the Extended Essay and Theory of Knowledge.

		<i>Theory of knowledge</i>				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended essay	Excellent A	3	3	2	2	1
	Good B	3	2	1	1	0
	Satisfactory C	2	1	1	0	0
	Mediocre D	2	1	0	0	0
	Elementary E	1	0	0	0	Diploma will not be awarded

The Assessment criteria.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
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<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total- 34 marks

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • 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. <p>The research question is stated but not clearly expressed or too broad.</p>

	<ul style="list-style-type: none"> • 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. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • 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	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
5–6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.

	<p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> 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.
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Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> 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. <p>Use of terminology and concepts is unclear and limited.</p>

	<ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> • 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. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>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.</p>
5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> • 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. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

Level	Descriptor of strands and indicators
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> • There is limited analysis. • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> • Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> • 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.

	<p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> • 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.
7–9	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • 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	<p>The research is excellent.</p> <p>The research is appropriate to the research question and its application is consistently relevant.</p> <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • 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.
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Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> • 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	<p>Presentation is good.</p> <ul style="list-style-type: none"> • The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. • Layout considerations are present and applied correctly.

- The structure and layout support the reading, understanding and evaluation of the extended essay.

Criterion E: Engagement

This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the [RPPF](#), with the supervisory comments and extended essay itself as context.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.
1–2	<p>Engagement is limited.</p> <ul style="list-style-type: none"> • 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	<p>Engagement is good.</p> <ul style="list-style-type: none"> • 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.

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| | <ul style="list-style-type: none"> • 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. |
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How do I choose a subject, topic and research question?

A) To choose a subject, ask yourself:

1. What subjects am I studying at HL?
2. What subjects do I most enjoy studying?
3. What subjects do I want to study at University?
4. What subjects do I want to talk about in my University interview?
5. Once you have answered these questions, choose you **subject**.

B) Once you have chosen the subject, choose a topic within that subject by asking yourself:

1. What topics have I enjoyed learning about?
2. What topics do I find interesting or prompt my enthusiasm?
3. What interests do I have?
4. Once you have answered these questions, choose a **topic**.

Points to bear in mind in choosing a subject and topic:

If you have chosen a subject from...	
Group 1	<ul style="list-style-type: none"> • The extended essay may relate to work studied in class but you must take care in all cases to demonstrate relevant wider reading and individual study. • Appropriate literary works may be chosen from any source including the IB Diploma Programme prescribed list of authors. Most importantly, texts should be of sufficient literary merit to enable the student to develop sustained literary analysis.

Group 2	<ul style="list-style-type: none"> You can write about anything that interests you in regarding the target language in the target language. The essay should however consist of the study of an issue in one of three categories: language, culture and society, or literature. Combinations of these are also permissible.
Group 3	<ul style="list-style-type: none"> Avoid “What if..?” questions as these do not fit well within the Assessment Criteria An analysis of reliability and/or representativeness of sources will be crucial
Group 4	<ul style="list-style-type: none"> It is fairly easy to get data and then analyse it. But if you decide to measure something over time, you must do all this before the summer holidays which is the intended time for writing the bulk of the essay. You have to work with the Science teachers in order to find time when you can use a laboratory to collect data while being supervised by a member of staff. Avoid experiments for which the outcome is already well documented.
Group 5	<ul style="list-style-type: none"> Unless you are taking Maths HL, it is best to avoid doing your EE on this. But if you are doing Maths HL it is worth considering. Word count is rarely an important factor in a good mathematics extended essay. There is no mandatory minimum length for an essay in mathematics, and credit will be given for organizing the content in an efficient readable style, rather than for a page or word count. Mastery of appropriate concepts, and an ability to present these in an effective way using mathematical means, should be the aim.
Group 6	<ul style="list-style-type: none"> Topics that are entirely dependent on summarizing general secondary sources (such as universal art history textbooks, and encyclopedias), and topics that are likely to lead to an essay that is essentially narrative or descriptive in nature, should be avoided. Biographical studies of artists must address a relevant issue or research question and arrive at a particular, and preferably personal, conclusion. Choosing a topic that covers many aspects of art history and/or a long period of time is also unlikely to result in a successful essay. Restricting the scope of the essay will help to

	ensure a clear focus and will provide opportunities for demonstrating detailed understanding and critical analysis.
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C) Once you have thought through these points, choose a research question

1. The question must be an open question (i.e. it cannot be answered by a simple yes or no)
2. The question must limit your research to something which is manageable within 4,000 words and 40 hours. The question must be very specific.
3. Choose a topic and research question about which there is barely any research already and which is unique. This will allow you to show more personal judgment, and hence score more highly. If a website search engine turns up a lot of information about the topic, it is best to avoid it.
4. Do not attempt topics which are taught in relatively good depth in the syllabus. Choose topics and questions for which you think you will find almost no pre-existing information
5. It does not matter if the topic is not an area your supervisor knows much about, s/he will still understand the subject, the approach to take and the pitfalls to avoid.

What happens now?

1. Introductory seminar of the EE with the IBDP Coordinator.

2. Students choose 3 possible subjects.

3. Students are given a supervisor and together discuss the feasibility of chosen topic and research question.

4. Develop a rough outline of essay from title page to bibliography.

5. Present all work to date after the summer break to your supervisor to write the *First Draft*.

6. Complete First Draft to your supervisor. Your supervisor will make written comments which you can discuss.

7. Submit *Final Draft* with a completed coversheet.

8. Viva Voce interview with your supervisor and DP Coordinator.