



SCHOOL YEAR 2025-  
2026

# EXTENDED ESSAY HANDBOOK

PRVA GIMNAZIJA VARAŽDIN

INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME

First assessment 2027

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#### ACKNOWLEDGMENT:

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# Extended Essay Schedule

## Calendar by months

School year 2025/2026

YEAR 1 3IB		
EVENT/ACTIVITY/SUBMISSION	TIME/DEADLINE	RESPONSIBILITY
<b>Module 1</b> Introduction to the EE Overview of the EE LP in the EE ATL-s and the EE	September 2025	EE coordinator
<b>Module 2</b> Research skills development Information and media literacy	October 2025	EE coordinator
<b>Module 3</b> Writing skills development Academic writing Academic honesty	November 2025 December 2025	EE coordinator
<b>Module 4</b> Reflection process in the EE Reflection and supervision	December 2025	EE coordinator
<b>Module 5</b> Choosing the subject	January 2026 3 hours <b>Deadline: February 10, 2026</b>	EE coordinator Students Supervisors
<b>Module 6</b> Preliminary research – documenting and evaluating sources	February 2026	EE coordinator Students Supervisors
<b>Module 7</b> Topic decision Formulating a Research Question	March 2026	EE coordinator Students Supervisors
<b>Module 8</b> Preparing EE outline (presentation)	April 2026	EE coordinator Students
<b>1<sup>st</sup> REFLECTION SESSION</b>	May 2026 <b>Deadline: May 18, 2026</b>	Students Supervisors
<b>Module 9</b> Structuring the EE	May/June 2026	EE coordinator Students Supervisors

YEAR 2 4IB		
EVENT/ACTIVITY/SUBMISSION	TIME/DEADLINE	RESPONSIBILITY
<b>Module 10</b> Writing and finalising 1 <sup>st</sup> draft	September 2026 Deadline for submission of the 1 <sup>st</sup> draft: 15 <sup>th</sup> October	Students

Interim reflection session	October 2026 Deadline: 31 October	Supervisors and students
<b>Module 11</b> Work on the final draft	November, December 2026	Students
Final reflection session – Viva Voce	January 2027 Deadline for submission: 10 <sup>th</sup> January Deadline for Viva Voce: 31 <sup>st</sup> January	Students and supervisors EE coordinator?
Extended Essay Fair	February/March	EE coordinator Students Supervisors

# Introduction to the Extended Essay

## Extended Essay Overview

### Key features of the EE

- The extended essay is compulsory for all students taking the DP
- The extended essay is a piece of independent research and writing on a topic chosen by the student in consultation with a designated supervisor in the school
- The extended essay is presented as a formal piece of academic writing containing no more than 4,000 words accompanied by a reflective statement of no more than 500 words, which is included on the RPF.
- The essay is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be three to five hours long, which includes three mandatory reflection sessions; the third and final reflection session is the viva voce, a concluding interview with the supervisor.
- The extended essay process helps to prepare students for the research-driven environment of university or college.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge (TOK), contributes up to three points to the total score for the IB diploma.
- A student must achieve a D grade or higher for the extended essay to be awarded the diploma.
- When choosing a subject for the extended essay, students must consult the list of available DP subjects published in the Diploma Programme Assessment procedures for the examination session in question.

(Extended Essay Guide, 2025, pp. 13-14)

### Two Extended Essay Pathways

#### Interdisciplinary pathway

- The objective of an interdisciplinary essay is to integrate knowledge, concepts, theories, perspectives or methods from two chosen DP subjects.
- Elements of the two subjects are combined so that they work together effectively to help research an extended essay topic.
- It is not necessary to achieve an evenly balanced combination of each of the two DP subjects. The relative balance will depend on the nature of the topic and the emphasis of the research question.
- Environmental systems and societies (ESS) – categorized as “cross-disciplinary” so it cannot be used in the interdisciplinary pathway

Examples of interdisciplinary ideas:

- *Analysing the covers of women’s magazines from the perspectives of both language and marketing:* **business management** combined with **language and literature**
- *Investigating enzyme activity using skills from two sciences:* **biology** combined with **chemistry**

- *Investigating the potential for achieving global sustainability of using plastics:* **chemistry** combined with **geography**, or **psychology** combined with **business management**
- *Exploring cognitive processes in the creation of abstract art:* **visual arts** combined with **psychology**
- *Exploring the psycholinguistic and cultural processes involved in learning languages:* **language acquisition** combined with **psychology**
- *Applying mathematical modelling to finding solutions for social housing:* **mathematics** combined with **geography**
- *Exploring climate change modelling:* **mathematics** combined with **computer science**

(Extended Essay Guide, 2025, pp. 23-33)

### The subject-focused pathway

- The objective of a subject-focused essay is to use knowledge, concepts, theories, perspectives or methods, or a combination of these, from one chosen DP subject to respond to a research question
- The topic should be appropriate for the chosen subject so that the research question can be effectively investigated and analysed through that subject

## Responsibilities of students and supervisors

### Students' Responsibilities

- Ensure that their extended essay aligns with a DP subject or subjects as per the subjects listed as available for the relevant examination session. Consults with the DP coordinator or extended essay coordinator to obtain the details
- Ensure that their extended essay conforms with policies and expectations regarding academic integrity and ethics. This includes understanding the implications of the "B1 General regulations: Diploma Programme" section in the Diploma Programme Assessment procedures if there is a breach of these.
- Read, understand and use all the relevant information and guidance available in this guide and support material. Refers to the supervisor for details and access.
- Meet all internal deadlines set by the school in relation to the extended essay.
- Attend three mandatory reflection sessions with the supervisor.
- Record their reflective statement on the RPF.

### Supervisor's Responsibilities

- Provides appropriate support and guidance to students who are being supervised, including a suitable number of check-in meetings.
- Ensures students have access to all the information and guidance they need that is contained in this guide and the accompanying support material, including relevant examples of extended essays for reference.
- Undertakes three mandatory reflection sessions with the student.
- Records on the RPF the student's attendance at each of the three mandatory reflection sessions and ensures that they have completed their reflective statements in the appropriate space on that form.



## The Extended Essay and the Learner Profile

The IB Learner Profile is a set of qualities that students are expected to develop in all areas of the IB Diploma Programme and especially through the process of research and writing their extended essay which is not only about research, but it is also about how students grow as learners. All of the Learner Profile attributes are developed through various stages of the process of investigating and writing the extended essay.

### Learner Profile Attributes

<p><b>Inquirers</b></p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p><b>Open-Minded</b></p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p><b>Knowledgeable</b></p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p><b>Caring</b></p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p><b>Thinkers</b></p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>Risk-Takers</b></p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p><b>Communicators</b></p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p><b>Balanced</b></p> <p>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p><b>Principled</b></p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequence</p>	<p><b>Reflective</b></p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

**EXTENSION:** Activities to correlate Learner Profile attributes with various aspects of the extended essay and stages of research and writing

**ACTIVITY 1 CORRELATIONS BETWEEN LEARNER PROFILE ATTRIBUTES AND STAGES OF EE WRITING**

<b>EXTENDED ESSAY STAGES</b>	<b>CORRESPONDING LEARNER PROFILE ATTRIBUTES</b>
Choosing a subject & topic	
Formulating a research question	
Researching sources & data	
Writing and structuring the essay	
Reflection (Reflection and Progress Form)	
Final viva voce / submission	

**Guiding question: Which Learner Profile attributes are most relevant to each stage?**

INDIVIDUAL WORK:

- Match the LP attributes with the specific stages.
- Find specific words/phrases/concepts from LP attributes that correspond to each stage to support your decision

Example: “Inquirers → Choosing topic: “curiosity” encourages desire to learn more about a topic

**ACTIVITY 2 REFLECTION**

GROUP WORK

Discuss the following questions:

- Which Learner Profile attribute was connected to the **most stages**? Why?
- Were there any attributes that seemed harder to connect?
- How might strengthening certain attributes help you to succeed in your EE?
- Which attribute do you personally need to develop most for your EE journey?
- Which Learner Profile attributes will be your strength during the EE process?

# Research skills development

## Approaches to Learning and the Extended Essay

### Approaches to Learning (ATL): Summary

The International Baccalaureate (IB) Approaches to Learning (ATL) are a set of skills and strategies that aim to help students become self-regulated, lifelong learners. The ATL skills are designed to be integrated into the curriculum and applied across all subject areas. There are five categories of ATL skills (Inspiring Inquiry, 2018, *Approaches to Learning*):

#### 1. Thinking Skills:

- **Critical-thinking skills** - analyzing and evaluating issues and ideas.
- **Creative-thinking skills** - generating novel ideas and considering new perspectives.
- **Transfer skills** - using skills and knowledge in multiple contexts.
- **Reflection/metacognitive skills** - (re)considering the process of learning.

#### 2. Research Skills:

- **Information-literacy skills** - formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating.
- **Media-literacy skills** - interacting with media to use and create ideas and information.
- **Ethical use of media/information** - understanding and applying social and ethical technology.

#### 3. Communication Skills:

- **Exchanging-information skills** - listening, interpreting, speaking.
- **Literacy Skills** - reading, writing and using language to gather and communicate information [oracy].
- **ICT skills** - using technology to gather, investigate and communicate information.

#### 4. Social Skills:

- **Intrapersonal** - developing self-control and emotional intelligence.
- **Interpersonal** - developing social intelligence and building positive relationships: respecting and supporting others, resolving.

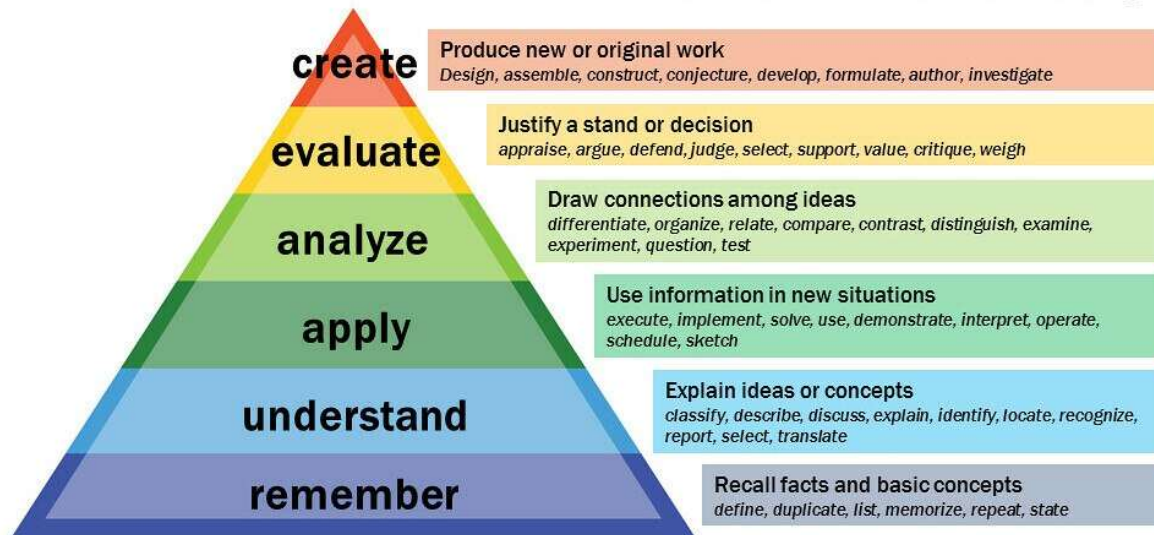
#### 5. Self-Management Skills:

- **Organization skills** – managing one-self, managing time and tasks effectively, goal setting.
- **State of Mind** - mindfulness, perseverance, emotional management, self-motivation, resilience.

## Thinking skills

### Thinking Skills and Bloom's Taxonomy

# Bloom's Taxonomy



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**EXTENSION:** Activities connected with Bloom's Taxonomy and learning/thinking skills

#### ACTIVITY 1 GROUP DISCUSSION

Discuss how cognitive processes included in the Bloom's Taxonomy of Learning correlate with the process of research and writing an extended essay

#### ACTIVITY 2 SELF-ASSESSMENT

Use the following rubric to assess your learning and thinking skills connected with an area of knowledge (subject, or a specific topic within a subject) that you are particularly interested in.

**RUBRIC: Thinking Skills Self-Assessment - Based on Bloom's Taxonomy**

Skill/level	Beginning	Developing	Proficient	Advanced
<b>1 Remembering</b> <i>– Recalling Information</i>	I struggle to recall key facts, definitions, or concepts without prompts	I can recall basic facts and definitions with some effort.	I can recall and use key information confidently when needed	I quickly and accurately recall a wide range of relevant information to support deeper learning
<b>2 Understanding</b> <i>– Explaining Ideas</i>	I can repeat ideas but struggle to explain them in my own words	I can explain main ideas in simple terms with some accuracy.	I can clearly explain ideas, concepts, and processes in my own words	I explain complex ideas with clarity and can make connections across topics.
<b>3 Applying</b> <i>– Using Knowledge in Context</i>	I find it difficult to apply what I've learned to new tasks or examples.	I can apply knowledge in familiar situations, but struggle with unfamiliar ones.	I can apply knowledge and skills to a variety of tasks and problems.	I apply knowledge creatively to new, unfamiliar, or real-world situations
<b>4 Analyzing</b> <i>– Breaking Down &amp; Comparing</i>	I rarely question or break down ideas. I take information at face value.	I can identify parts of an argument but struggle to see relationships between them.	I can analyse arguments, compare perspectives, and identify cause-effect links.	I critically examine evidence, identify patterns, and construct nuanced interpretations.
<b>5 Evaluating</b> <i>– Judging &amp; Justifying</i>	I find it hard to evaluate the reliability of sources or the strength of arguments.	I can make judgments about sources and arguments but often lack strong justification.	I evaluate sources and arguments, giving clear, evidence-based reasons.	I consistently make well-justified evaluations, considering bias, credibility, and counterarguments.
<b>6 Creating</b> <i>– Generating New Ideas &amp; Products</i>	I struggle to generate new ideas and mainly repeat existing ones.	I can adapt ideas but often rely on familiar approaches.	I generate original ideas and approaches in my academic work.	I consistently create innovative ideas, combining knowledge from different areas.

## Thinking skills and learning styles

**EXTENSION:** Activities connected with exploring personal learning styles

**ACTIVITY 1 INDIVIDUAL WORK:** VARK'S your learning style

Use the link below to complete an online survey about 4 types of learning preferences. Discuss with the members of your group the similarities and differences in your results.

[https://vark-learn.com/the-vark-questionnaire/#google\\_vignette](https://vark-learn.com/the-vark-questionnaire/#google_vignette)

## Research skills

### Information Literacy

Information literacy refers to the ability to find, interpret, judge and create information.

### Media Literacy

Media literacy is the ability to interact with media to use and create ideas and information.

**EXTENSION:** activities exploring the connection between research skills and Bloom's Taxonomy

**ACTIVITY 1 GROUP DISCUSSION:** In what ways are the skills in the table (Inspiring Inquiry, 2018) relevant for the extended essay?

Discuss and give a concrete example for each skill connected with a topic you are keen on.

Give examples of various types of sources you could use for your extended essay.

RESEARCH SKILLS	INFORMATION LITERACY	MEDIA LITERACY
Acquisition of knowledge:	Access information to be informed and inform others. Collect and record data and information.	Look for a range of perspectives from various sources. Locate and organise information from a variety of sources and media.
Comprehension	Understand the importance of ownership of a piece of work. Understand how to cite sources. Identify primary and secondary sources.	
Application	Present information in a variety of formats and platforms.  Process data and report results.	Use media to communicate information to an audience in an appropriate way. Cite sources appropriately using a referencing method.
Analysis	Analyse data to identify solutions and make informed decisions.	Compare and contrast information from different media (websites, blogs, brochures, etc.
Evaluation	Determine the pros and cons of different sources of information.	Make informed choices about personal viewing experiences.
Create & synthesize	Make connections between various sources of information.	Show your learning using different kinds of media.

**EXTENSION:** activities to raise awareness of the various types of research skills and how they correlate with Bloom's taxonomy of learning skills.

**ACTIVITY 1 GROUP DISCUSSION:**

- a. In what ways are the skills in the table relevant for the extended essay?  
Discuss and give a concrete example for each skill connected with a topic you are interested in.
- b. Give examples of various types of sources you could use for your extended essay

## Source evaluation

There are various methods that can be used to evaluate sources of information for academic purposes. The two of the most common methods are OPVL technique and CRAAP test

### OPVL method

Origin, Purpose, Value and Limitation (OPVL) is a technique for analysing historical documents. It is used extensively in the International Baccalaureate curriculum and testing materials and is incredibly helpful in becoming critical observers. It is also known as Document Based Questions (DBQ).

### CRAAP test

The CRAAP Test is an evaluation method that was designed by librarian Sarah Blakeslee at the Meriam Library California State University, Chico. CRAAP stands for Currency, Relevance, Authority, Accuracy and Purpose. This provides you with a method and list of questions to evaluate the nature and value of the information that you find.

**ACTIVITY 2 INDIVIDUAL TASK:** Find 3 different sources of information about the topic of your choice and evaluate them using the OPVL and CRAAP test

Additional materials: OPVL and CRAAP worksheets

## Venn Diagram

Venn diagram can be used to compare and contrast sources (worksheet)

## Note-taking and organization

Note-taking is a crucial skill in academic context. It's helpful to try out different methods and determine which work best for you in different situations. Whether you are learning online or in person, the physical act of writing can help you remember better than just listening or reading. Research shows that taking notes by hand is more effective than typing on a laptop.

While there are many different note-taking techniques, Cornell Notes is a simple and very efficient method which stimulates critical thinking. This system was devised in the 1950s by Walter Pauk, an education professor at Cornell University. This method can be used both for notes on paper as well as for online notes. The main principle is that there are 2 columns: "note-taking column" and "cues-column" (or questions/keyword column) and there is a "summary" section.

**EXTENSION:** activities to practice notetaking using the Cornell Notes technique

**ACTIVITY INDIVIDUAL WORK**

1. Watch a video about the Cornell Notes technique.  
[https://www.youtube.com/watch?v=nX-xshA\\_0m8](https://www.youtube.com/watch?v=nX-xshA_0m8)
2. Complete a short online course about how to use Cornell Notes.  
<https://canvas.cornell.edu/courses/1451>
3. Use a worksheet in a Cornell Notes format in one of your lectures to make Cornell Notes.

## Writing skills development

### Academic Writing

Academic writing is a formal style of writing used in universities and scholarly publications. It is used in journal articles and books on academic topics. University students are expected to write essays, research papers, and dissertations in academic style. Extended essays also need to be written in a formal academic writing style.

### Features of academic writing

#### Academic writing is

- Formal and unbiased
- Clear and precise
- Focused and well structured
- Well sourced
- Correct and consistent

#### Academic writing is NOT

- Personal
- Long-winded
- Emotive and grandiose

#### Checklist: Academic writing 0/15

- I avoid informal terms and contractions.
- I avoid second-person pronouns ("you").
- I avoid emotive or exaggerated language.
- I avoid redundant words and phrases.
- I avoid unnecessary jargon and define terms where needed.
- I present information as precisely and accurately as possible.
- I use appropriate transitions to show the connections between my ideas.
- My text is logically organized using paragraphs.
- Each paragraph is focused on a single idea, expressed in a clear topic sentence.
- Every part of the text relates to my central thesis or research question.
- I support my claims with evidence.
- I use the appropriate verb tenses in each section.
- I consistently use either UK or US English.
- I format numbers consistently.
- I cite my sources using a consistent citation style.

Adopted from Scribbr.com (n.d.), What is Academic Writing – Do's and Don'ts for Students.

**EXTENSION:** activities to develop understanding of the features of different writing styles.

**ACTIVITY 1 GROUP WORK:** identify the features of 4 different writing styles and registers (descriptive analytical, persuasive, critical) (worksheet)



**ACTIVITY 2 INDIVIDUAL WORK:** study the Scribbr.com website about [Dos and Don'ts of Academic Writing](#) and answer the following questions:

- 1) Which types of academic texts are mentioned? Which one is the most similar to the EE?
- 2) What does it mean that a text is unbiased?
- 3) What are some features of academic jargon?
- 4) What are the key elements related to the format of an academic text?
- 5) What does it mean that a paper is „well-sourced“?
- 6) What are the most important things to avoid in academic writing?

## Paragraph Perfection

One of the main features of academic writing is a well-structured paragraph which is also a requirement in any part of an extended essay regardless its topic. In order to attain a clear and precise style, each paragraph should be structured in the following way (Lekanides, 2025., pp 73-74):

**Thesis** – a topic sentence which introduces the main idea (point or issue) which will be developed further in the paragraph.

**Development** – supporting sentences which provide an elaboration and explanation of the main idea.

**Evidence** – statements which support the thesis with pieces of evidence which can be facts, statistics, examples, providing additional clarification of the thesis.

**Balance** – counter arguments which show that the topic can be approached from different perspectives.

**Analysis** – concluding statements that link all the ideas from the paragraph to the overall research question.

**EXTENSION:** activities to raise awareness of the appropriate paragraph structure

**ACTIVITY 1 INDIVIDUAL WORK:** find an academic article on the topic of your choice and analyse the paragraph structure in 5-7 paragraphs. Identify all the types of sentences/ideas presented above.

**ACTIVITY 2 PAIR WORK:** rewrite badly written paragraphs in the hand-out provided by the teacher.

## Crafting introduction, body and conclusion

The introduction to the extended essay should include the following elements:

- the research question and the focus of the essay
- personal motivation for the chosen topic
- academic context or background of the chosen topic
- the scope of the research
- methodology and sources that will be used in the research

The body of an extended essay may have a different structure depending on the chosen subject. However, as in any type of academic text, the body of the extended essay should be clearly organized into chapters with relevant sub-headings.

The conclusion of the extended essay should include the following elements:

- the research question should be re-stated
- a response to the research question should be provided – the findings should be synthesised in the final analysis
- the limitations of the research (methodology, sources, process, inconclusive findings) should be summarized and evaluated

**EXTENSION:** activities to practice skills connected with structuring the extended essay

*ACTIVITY 1 INDIVIDUAL/GROUP WORK* – study 3 samples of marked extended essays, analyse and map the structure of the essays. Identify the required elements in the introduction and conclusion, identify the features of the main body of the essay, compare the 3 samples and provide the summary of your findings.

*ACTIVITY 2 GROUP WORK:* as a group create an outline template of the extended essay for your chosen subject.

## Academic honesty - referencing

### Referencing

When writing an academic paper such as an extended essay, research practices must reflect the principles of academic honesty, which means that the essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate referencing. Referencing includes citations and references.

A **citation** is a shorthand method of referring to someone else's work in the body of an essay. It can have a form of in-text citation or footnote/endnote.

According to Scribbr.com (n.d.) there are three main types of citation:

- **Parenthetical citation:** the source reference in parentheses is put directly in the text. This usually includes the author's last name along with the publication date and/or the page number.
- **Note citation:** the source reference is put in a footnote or endnote.
- **Numeric citation:** each of the sources is numbered in the reference list and the correct number is used when you want to cite a source.

A **reference** provides full information about the work which has been referred to: the name of the author or creator, full title of the work, date of publication and place of publication. In specific citation styles, there are also differences in the order of information and how each reference is formatted. The format often depends on the type of source (e.g. book, website, or journal article). References must be cited because they acknowledge the sources used and enable the reader to consult the work and verify the data that has been presented.

All the references are provided at the end of an academic paper in the form of a **reference list** or **bibliography**, an alphabetical list of every source used throughout the academic paper. Sources that are not cited in the body of the extended essay but are important in informing about the approach taken should be cited in the introduction or in an acknowledgment. The bibliography **must** list only those sources that were cited.

There are various citation or referencing styles which provide a set of rules how to cite sources in academic writing. The most common ones are the following (Scribbr, n.d.):

## Referencing styles

**APA style** is used mostly in the social sciences (e.g. psychology or education). It was created by the American Psychological Association and was originally used in psychology and the social sciences. Today many other disciplines also use it. APA's citation style uses an author-date system of parenthetical citation. (Scribbr, n.d).

**MLA style** is the official style of Modern Language Association so it is most commonly used to write papers and cite sources within the liberal arts and humanities (e.g. literature or languages). It uses a two-part system of citation: in-text citations (short parenthetical citations, embedded within the text) and a "Works Cited" list that follows up these references with fuller details of the sources, in an alphabetically ordered list.

**Harvard style** was created by Harvard University, and it is the most common referencing style used in UK universities. In Harvard style, the author and year are cited in-text, and full details of the source are given in a reference list.

**Chicago style** originates from the University of Chicago and is mostly used in humanities subjects. Its main feature is a foot-note citation system. In the text, a number in superscript<sup>1</sup> is added after the information and the reference is then given in the footnote at the bottom of the page.

**Vancouver** method uses numbers within the text that refer to numbered entries in the reference list. It is predominantly used in medicine as well as in the physical sciences.

Although the IB does not prescribe any specific citation style, it is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB's minimum requirements:

- name of author
- date of publication
- title of source
- page numbers (print sources only)
- date of access (electronic sources only).

In order to avoid confusion in using different citation styles, at Prva gimnazija Varaždin the APA citation style is recommended to be used for extended essays in all subjects.

## APA style – details

APA referencing style uses author-date method of in-text citations which means that the author's last name and the year of publication for the source should appear in the text, for example (Jones, 1998) if the text from the source is paraphrased. If a specific part of source is quoted, a page number should be also included in the in-text citation, for example (Jones, 1998, p.199). One complete reference for each source should appear in the reference list at the end of the paper.

Here is an example of how to cite a piece of information from a printed book in APA style and how to reference it in the reference list.

### **APA in-text citation (book)**

The book uses success stories from the authors' own lived experiences to make the case for a creative revolution in the business world (Stewart & Simmons, 2010, p. 22).

### APA reference list entry (book)

Stewart, D., & Simmons, M. (2010). *The business playground: Where creativity and commerce collide*. New Riders Press.

**Note:** This example follows the [7th edition of the APA Publication Manual](#), released in October 2019. (Swaen, 2015, revised 2021)

In case of online sources, the same author-date method is applied. Here is one example of how to cite a piece of information from an online publication with a known author and how to cite information from a website with no author (Scribbr, n.d.)

### APA in-text citation (online article with a known author)

(Greenhouse, 2020)

### APA reference list entry (online article with a known author)

Greenhouse, S. (2020, July 30). The coronavirus pandemic has intensified systemic economic racism against black Americans. *The New Yorker*.  
<https://www.newyorker.com/news/news-desk/the-pandemic-has-intensified-systemic-economic-racism-against-black-americans>

### APA in-text citation (website, no author, no date)

(University of Amsterdam, n.d.)

### APA reference list entry (website, no author, no date)

University of Amsterdam. (n.d.). *About the UvA*. Retrieved October 19, 2020, from <https://www.uva.nl/en/about-the-uva/about-the-university/about-the-university.html>

Details about the APA referencing style can be found on the following page:

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

## Referencing various 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, including the date the student accessed the resource.

**Electronic sources** should be used critically and with care. Here are some guidelines about using online resources:

- rely on appropriate and credible search engines (Google Scholar, ResearchGate, etc.)
- avoid using exclusively sources found on the internet
- have a clear and focused research question to help search more directly on the internet (given the amount of information available it is easy to be overwhelmed)
- critically evaluate the reliability and validity of the information presented on the internet
- keep a detailed record of all references, in accordance with the IB's minimum requirements, ensuring that the URL of where the source was located is written down correctly. This includes recording the date that the site was accessed.

## Online encyclopedias and other similar information websites

As a tool for research, free online encyclopedias (e.g. Wikipedia, Britannica, etc.) can be valuable resources. If used appropriately and critically they can offer a useful starting point for the research. Reasons why students should **be cautious** in using them:

- they tend to be general encyclopedias
- very often the author is unknown
- there is no guarantee that the content meets standards of academic rigour because of lack of peer review
- the content can be unstable, in that it can change at any time.
- they may not be relevant or appropriate for the research question being explored.

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

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

The following website offers an overview of how to cite various types of sources using the APA style:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guidelines/in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guidelines/in_text_citations_the_basics.html)

**EXTENSION:** activities to practice referencing and citing different types of sources.

### *ACTIVITY 1 INDIVIDUAL WORK*

Choose 3-5 various types of sources (written and electronic ones) for the topic you are passionate about.

Conduct some research and write a short summary of your findings. Use in-text citations and create a reference entry for each source in your summary.

### *ACTIVITY 2 GROUP WORK*

Share your findings in your and discuss the challenges of referencing your sources.

## AI and the EE

The IB believes that students should develop their critical thinking skills in various ways, so the use of AI tools is regarded as an opportunity for students to practice these skills as well as reinforce their academic integrity. According to the official IB website (Resources.ibo.org, 2025), for any IB student work where an external source has been used, including information sourced or generated through AI tools, a citation must be included at the point of use which should link to a full reference in the bibliography. Students should be clear that if they use content produced by an AI tool—by copying or paraphrasing text or modifying an image—they must clearly reference it in the body of their work and add the reference in their reference list or bibliography.

The in-text citation for an AI resource should contain quotation marks using whichever referencing style already being used by the student, as in the following example.

#### In-text citation (AI source)

“the development of the tools and variables required for ...”—text taken/paraphrased from ChatGPT, 2023.

The reference in the bibliography should also contain the prompt given to the AI tool and the date the content was generated, as in the following example.

#### Reference list entry (AI source)

OpenAI. (23 February 2023). ChatGPT response to prompt [example] about [example] topic.

For further information on academic integrity in the IB, the IB publication [Academic integrity policy](#) can be consulted. Appendix 6 provides guidance on the use of AI. See also [Effective citing and referencing](#) and [Diploma Programme: From principles into practice](#).

## Reflection process and supervision

The process of writing and completing the extended essay requires planned and structured supervision and reflection. **Supervision** means that students are supported by their supervisors through the process of independent research.

**Reflection** involves student’s engagement and progress during the planning, research and writing process. The aim of the reflection process is to develop student’s critical thinking skills, research skills, self-management skills, conceptual understanding and decision-making.

### The difference between supervision sessions and reflection sessions

SUPERVISION or CHECK-IN SESSIONS	REFLECTION SESSIONS
<ul style="list-style-type: none"> <li>Tailored to the needs of the student and the supervisor’s requirements</li> <li>Not formally reported on the <i>Reflections and progress form</i></li> <li>May differ in length: occasional 10-minute check-in or longer discussions of some important elements of the EE</li> <li>Not mandatory but highly recommended</li> </ul>	<ul style="list-style-type: none"> <li>3 Formal mandatory sessions</li> <li>Recorded on the <i>Reflection and progress form</i></li> <li>Should last 20-30 minutes</li> <li>Students should be prepared – share excerpts from their researcher’s reflection space with the supervisor</li> </ul>

### Reflection sessions- overview

REFLECTION SESSION	STUDENT’S PREPARATION	DISCUSSION WITH THE SUPERVISOR
<b>The first formal reflection session</b>	<ul style="list-style-type: none"> <li>do some initial background reading into a subject and topic of your choice</li> <li>read the subject-specific section of the Extended essay guide for the subject of your choice</li> <li>undertake further background reading –focus on valid sources</li> </ul>	<ul style="list-style-type: none"> <li>a review of the requirements and assessment criteria for the subject</li> <li>a review of ethical and legal implications, if applicable</li> <li>a dialogue about possible approaches and any potential problems that might arise</li> </ul>

	<ul style="list-style-type: none"> <li>• check availability and reliability of valid sources</li> <li>• begin developing a research proposal (MindMap)</li> <li>• prepare and send your supervisor and outline of your research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• a discussion of strategies for developing the student's ideas for the essay and expanding the research</li> <li>• probing and challenging questions that will help the student focus and develop a working research question</li> <li>• an outline of the next steps in order to refine the research question</li> </ul>
<b>The interim reflection session</b>	<ul style="list-style-type: none"> <li>• attempt to refine a focused and appropriate research question</li> <li>• review and consolidate the methodologies</li> <li>• formulated arguments based on the collected evidence</li> <li>• add to the working bibliography</li> <li>• complete and turn in the first draft</li> </ul>	<ul style="list-style-type: none"> <li>• the student's understanding of the academic writing requirements and referencing formats</li> <li>• an appropriate range of sources and the student's critical evaluation of the origin of sources</li> <li>• a clear and refined research question</li> <li>• a viable argument on which to base the essay</li> <li>• a clear vision for the final steps in the writing process.</li> </ul>
<b>The final reflection session Viva voce</b>	<ul style="list-style-type: none"> <li>• Turn in the final version prior to the session so that the supervisor can check it</li> <li>• Bring extracts from their RRS that illustrate their growth as learners through the process of reflection</li> <li>• Show a willingness to share their personal experience</li> <li>• discuss the skills and development of conceptual understanding that they have acquired through the completion of the extended essay</li> </ul>	<ul style="list-style-type: none"> <li>• ask the student a variety of open-ended questions to elicit holistic evidence of the student's learning experience.</li> <li>• an opportunity for the <i>supervisor to</i> confirm the authenticity of the student's ideas and sources</li> <li>• an opportunity to reflect on successes and difficulties encountered in the research process</li> <li>• an aid to the supervisor's comments on the <a href="#">Reflection and progress form</a></li> </ul>

## Accommodating a change of direction

If the student or supervisor is not satisfied that the goals of the research are being met, further supervision sessions may be appropriate.

Students who find that they need to change direction in their research or adjust the formulation of their research question should demonstrate the thinking that led them to these decisions in their second reflection on the [Reflection and progress form](#).

## Commenting on a draft version of the extended essay

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission.

The best way of conducting this last stage is for the student to submit the essay prior to a supervision session to allow the supervisor to add their comments. This should be followed by a one-to-one discussion between the supervisor and the student in which they go through

the comments together, but this first draft must not be heavily annotated or edited by the supervisor.

## Final reflection session (Viva Voce)

The *viva voce* is a short interview between the student and the supervisor and is the mandatory conclusion to the extended essay process. It is conducted once the student has uploaded the final version of their extended essay to the IB for assessment. At this point in the process no further changes can be made to the essay. The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.

## Writing an Extended Essay

### Choosing subject and topic

The IB Diploma Programme students at Prva gimnazija Varaždin can choose to write their extended essay in one of the following subjects:

GROUP 1	Studies in language and literature	Language A Croatian
GROUP 2	Language acquisition	Language B English, German
GROUP 3	Individuals and society	Business management, Geography, Psychology
GROUP 4	Sciences	Biology, Chemistry, Computer science, Physics
GROUP 5	Mathematics	
GROUP 6	Visual arts	
INTERDISCIPLINARY SUBJECTS	Environmental systems and societies	

## The research and writing process in 10 steps

### Preliminary research

#### STEP 1 **Decide on the broad topic area to research**

- Choose a broad topic area of personal interest.
- Decide on a suitable pathway: subject-focused or interdisciplinary.
- Connect a Diploma Programme (DP) subject or subjects to the topic area.
- If appropriate, refer to the suggested interdisciplinary frameworks to help shape the inquiry.



- Read relevant sections of the [Extended Essay Guide](#), including the generic and subject-specific or interdisciplinary guidance, assessment criteria and relevant policies, e.g. ethical guidelines

#### **STEP 2 Develop a topic of personal interest**

- Narrow the topic to become focused and achievable in 4000 words
- Reflect on what is known or needs to be known
- Develop any subtopics in a logical order so that your research will unfold in a coherent way

#### **STEP 3 Preliminary investigation**

- Remember that the topic and research question can only make sense when placed within a disciplinary or interdisciplinary context.
- Do a preliminary review of the literature.
- Do additional preliminary research, e.g. online.
- Consult with experts in the subject area(s).

### **Formulating a research question and planning the research**

#### **STEP 4 Construct a research question**

- Ensure that the research question is focused.
- Choose a higher-order question since this will lead to analysis rather than description.
- Make the question inspiring and motivational for you.
- Be prepared to amend or change the question: as you move forward with your research: as you move forward with your research, continually refer back to your research question to establish whether it needs adjustment.

#### **STEP 5 Plan the research**

- Set up a researcher's reflection space (RRS) and use it as a planning and reflection tool.
- Develop a timeline for the extended essay process, including school deadlines and the three mandatory reflection sessions with your supervisor.
- Decide on the research methods that best support a response to the research question, bearing in mind the nature of the DP subject(s) involved

### **Research and writing**

#### **STEP 6 Apply the research methods**

- Gather information using your chosen research methods.
- Balance the use of primary and secondary sources.
- Carry out your research ethically and strive for academic integrity.

#### **STEP 7 Compile and organize information**

- Sort, filter and organize information and data into manageable amounts.

- Set aside peripheral material but keep it in mind in case the research question changes.

#### **STEP 8 Analyse, interpret, evaluate and synthesize the findings**

- Always refer back to the research question.
- Analyse information from secondary sources.
- Interpret and analyse data from primary research (if those were used).
- Organize, combine, link and synthesize information to form the body of the essay.
- Ensure that your line of argument is supported by evidence from the research.

#### **STEP 9 Write the conclusion**

- Ensure that the conclusion relates to the research question and is logically linked to your line of argument in the body of the essay.
- Synthesize rather than merely summarize.
- Consider broader issues; if appropriate, suggest other questions to research but do not introduce new ideas

#### **STEP 10 Review and edit the final essay**

- Edit and re-edit your essay if needed.
- Feel confident that the essay “flows”: arguments make sense, conclusions are well founded and the research question has been successfully addressed.
- Ensure that the essay aligns with any structural conventions relevant to the subject areas you are working in.
- Ensure that citation and referencing are complete and accurate.

Adapted from the [Extended Essay Guide](#) – The Researching and writing process.

## Structuring the Extended Essay

### Formal Requirements for the Extended Essay

Your extended essay should be clearly written in a formal academic style, appropriate to the subject(s) from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

#### Formatting guidance:

- Font size 12 and 1.5 line spacing
- Page numbering (mandatory), beginning with the first page following your contents page.
- Anonymity—there is no student, supervisor or school name anywhere in the file submitted.
- A file size smaller than 10 MB. Consider the size of embedded images, which may add considerably to the file size, and optimize them if needed.

- The reflection and progress form (RPF) is uploaded separately and is not part of the overall file size of the essay.

### Structural conventions:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- Reference list or bibliography

### Word count

The upper limit for all extended essays is 4,000 words. **Note that examiners are instructed not to read or assess any material in excess of the word limit.**

The table below provides specific guidance on the content that is and is not included in the word count.

Included in the word count	NOT included in the word count
<ul style="list-style-type: none"> <li>• The introduction</li> <li>• The main body</li> <li>• The conclusion</li> <li>• Quotations</li> <li>• Footnotes and/or endnotes that are not references</li> </ul>	<ul style="list-style-type: none"> <li>• The contents page</li> <li>• Headers</li> <li>• Maps, charts, diagrams, annotated illustrations, tables</li> <li>• Equations, formulas and calculations</li> <li>• Citations/references: whether parenthetical, numbered, footnotes or endnotes</li> <li>• The bibliography</li> </ul>

## Completing and submitting the RPF

The [Reflection and Progress Form](#) (RPF) is a document which is required for the submission of the extended essay. It includes a reflective statement written by the student about their learning and personal growth throughout the research and writing of the extended essay. The RPF should show student's reflective thinking – the ability to analyse and evaluate the process of working on the extended essay.

The maximum word count for the reflective statement on the RPF is **500 words**. Examiners will not read or assess beyond the maximum limit, so students whose word count exceeds this will be compromising the assessment of their reflection.

The reflective statement will be assessed according to the criterion E, which centres on the guiding question “Does the student evaluate the effect of the extended essay learning experience on them as a learner?”. Examiners will look for the following features in the reflective statement:

- Reflection on the extended essay learning experience is consistently **evaluative** and includes specific examples.
- Reflection consistently shows evidence of the student's **growth** and transfer of learning.

The following guidelines can help while writing a reflective statement:

**What resources can I use to help me write the reflective statement?**

- My record of the Viva Voce.
- My record of the other reflection sessions with my supervisor
- My completed extended essay
- My RRS or any other record of my reflective thinking
- Informal feedback from my supervisor and others

**What might I address in my reflective statement?**

- The main ideas discussed in the viva voce
- Learning skills I developed that I could use elsewhere as a learner
- Insights I gained from researching and writing the extended essay
- Changes in my perspective on the topic
- The impact of the choices I made during the extended essay process
- Experiences and insights that could shape my future thinking

The completed RPF is initialled and dated by the supervisor. Then it can be uploaded to the IB eCoursework system with the essay. The upload process represents authentication of the student's work

## Extended Essay Assessment Criteria

Criterion A: Framework for the essay	Guiding question: Do the research question, research method and structural conventions followed provide an effective framework for the essay?		
	Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
	1-2 marks	3-4 marks	5-6 marks
Research question	A research question is stated but it lacks relevance to the topic of investigation, clarity or focus.	The research question is relevant to the topic of their investigation and clear but only partially focused in relation to the scope of the essay.	The research question is relevant to the topic of investigation, clear and focused in relation to the scope of the essay.
Research methods	Research methods are used, but these are mostly unsuitable for the research	Research methods that are mostly suitable for the research question are	Research methods that are suitable for the research

	question	explained and applied with partial effectiveness.	question are explained and applied effectively.
Structure	Structural conventions are present in the essay, but these do not support communication of the research.	Structural conventions used in the essay support some aspects of the communication of the research.	Structural conventions used in the essay effectively support communication of the research

<b>Criterion B: Knowledge and understanding</b>	<b>Guiding question:</b> Does the student demonstrate knowledge and understanding of the subject matter being used in their research?		
	<b>Note:</b> If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
	<b>1-2 marks</b>	<b>3-4 marks</b>	<b>5-6 marks</b>
Knowledge	Research materials are used to establish knowledge of the subject matter, but these materials lack relevance.	Relevant research materials are used to establish some knowledge of the subject matter.	Comprehensive, relevant research materials are used to establish knowledge of the subject matter.
Understanding - Terminology	Terminology is used but it lacks accuracy or is very limited.	Some relevant terminology is used accurately to demonstrate understanding of the subject matter.	Relevant terminology is used accurately and consistently to demonstrate understanding of the subject matter.
Understanding - Concepts	Concepts are identified but these are not relevant or are explained superficially.	Some relevant concepts are explained and used with partial effectiveness to demonstrate understanding of the subject matter.	Relevant concepts are explained and used effectively to demonstrate understanding of the subject matter.

<b>Criterion C: Analysis and line of argument</b>	<b>Guiding question:</b> Does the student analyse the information presented in the essay and produce a coherent line of argument?		
	<b>Note:</b> If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
	<b>1-2 marks</b>	<b>3-4 marks</b>	<b>5-6 marks</b>
Analysis	The essay is descriptive rather than analytical.	The essay includes analysis that is partially effective and produces some relevant findings.	Analysis in the essay is effective and consistently produces relevant findings.
Line of argument	A partial line of argument is present.	A partially consistent line of argument links the research question, research findings and conclusions.	A clear, sustained line of argument links the research question, research findings and conclusions.

<b>Criterion D: Discussion and evaluation</b>	<b>Guiding question:</b> Does the student discuss the findings and evaluate the essay? <b>Note:</b> If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.			
	<b>1-2 marks</b>	<b>3-4 marks</b>	<b>5-6 marks</b>	<b>7-8 marks</b>
Discussion	The significance of the findings is described, but there is no reference to supporting evidence.	A partially balanced discussion of the significance of the findings is sometimes supported by appropriate evidence.	A balanced discussion of the significance of the findings is often supported by appropriate evidence.	A balanced discussion of the significance of the findings is fully supported by appropriate evidence.
Evaluation	A partial evaluation of effectiveness of the essay is present, but strengths and limitations are not stated.	An evaluation of the effectiveness of the essay is present, with some strengths and limitations stated.	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations described.	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations explained.

<b>Criterion E: Reflection</b>	<b>Guiding question:</b> Does the student evaluate the effect of the extended essay learning experience on them as a learner? <b>Criterion E applies only to the reflective statement on the student's RPF.</b>			
	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
Evaluative	Reflection on the extended essay learning experience is descriptive.	Reflection on the extended essay learning experience is descriptive and includes some specific examples.	Reflection on the extended essay learning experience is partially evaluative and includes specific examples.	Reflection on the extended essay learning experience is consistently evaluative and includes specific examples.
Growth	Reflection on the student's growth is limited to a description of the process and there is no evidence of transfer of learning.	Reflection sometimes shows evidence of the student's growth and transfer of learning.	Reflection often shows evidence of the student's growth and transfer of learning.	Reflection consistently shows evidence of the student's growth and transfer of learning.

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