

The International Baccalaureate

The Diploma Programme



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The International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

Inquirers 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.

Knowledgeable 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.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators 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.

Principled 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 consequences

Open-minded 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.

Caring 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.

Risk-takers 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 challenge and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective 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.



The Basics

What is the Extended Essay?

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects. It is a research essay, 4,000 words long, written in an academic style, and formally presented. The extended essay is described by the IB as a '*major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.*'

What will I achieve by writing an Extended Essay?

The aims of the extended essay are for you to:

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

Can I write my EE in any subject?

The EE must be written in one of the available IB Diploma Programme subjects. There is no such subject as 'Law', or 'Medicine', for example, but there are subjects such as 'Film' and 'Dance'. The DP Coordinator can provide you with a list of available subjects.

Should I write my EE in one of my six DP subjects?

Yes, you should. These are the subjects you know best, and have studied the most. You are MUCH more likely to be successful writing an EE in one of your six subjects than you will be writing an essay in subject where you have no understanding of the theoretical background, the subject material, the language or the subjects's conventions.

If you really want to write an EE in a subject which you are not studying for the DP, and which perhaps you have never studied, then you must discuss this with the DP Coordinator.

How long is the EE?

The maximum length is 4,000 words. Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, writing in excess of the word limit is self-penalizing. This means that there is no actual penalty for going over 4,000 words, but you are very likely to lose marks by doing so.

There is no minimum number of words, but writing under 3,000 is likely to result in a low grade, as you won't be able to indicate sufficient knowledge, understanding or critical thinking is such a low number of words.

How much time should I devote to the Extended Essay?

The IB indicates that the EE should be *the result of approximately 40 hours of work by the student*. Of course you can spend more time than this working on your essay, but you should probably not spend significantly less than the suggested 40 hours on your essay. You also need to make sure that you do not spend so much time on your EE that your other subjects suffer.

What support will I be given to help me complete the EE?

You will be supported by a **supervisor**, one of the teachers at school, who will guide you through the research and writing process. It is the school's responsibility to ensure that you are supervised by a teacher at the school with appropriate qualifications and/or experience in the subject you have chosen. You can only have one supervisor, and it is not permitted for any of your relatives to undertake the role of your supervisor.

How much time can my supervisor give me?

The IB states that your supervisor can give you between 3–5 hours of support, which includes three mandatory reflection sessions.

In what language can I write my Extended Essay?

Extended essays in a group 1 or group 2 language subject must be written in the chosen language. So, an English A essay must be written in English, a Danish B essay must be written in Danish ...

Extended essays in subjects from groups 3 (Humanities), group 4 (Sciences), group 5 (Maths) and group 6 (Arts) can be written in English, French or Spanish. However, there is an exception for history and biology, which can also be written in German.

BUT, remember that your supervisor will need to be able to read the language in which you are writing your essay - so don't plan on writing a Maths EE in Spanish, unless your Maths teacher is also a fluent Spanish teacher.

Bear in mind that you cannot write a Danish B extended essay if you are studying Danish A. The rule is *Extended essays in group 2 languages are for learners of a second or an additional language. A candidate is not permitted to submit a group 2 extended essay in the language A that is his or her chosen group 1 subject.* Equally, you should not write a Danish A EE if you are studying Danish B. The rule is *Extended essays in group 1 are intended for candidate whose best language is the language A chosen for the extended essay.*

What other requirements should I be aware of?

- The extended essay is **compulsory** for all students taking the Diploma Programme and is an option for Course students.
- A student **must achieve a D grade** or higher in the EE to be awarded the Diploma.

How do I get started?

What should be my first step?

Think about what interests you, what you are passionate about, what you want to study at university, elements within your favourite subject which you found fascinating..... - almost any area can become the starting point for your Extended Essay.

If there is a TV series you enjoy, this could be the foundation for an English EE. Football can lead to Economics EEs. Cycling might allow you to examine areas to do with Geography. An interest in fashion can become a Visual Arts EE. Anything that happened more than ten years ago can be a History EE. If you intend to become a doctor or an engineer, then you should probably do your EE in Biology, Chemistry or Physics.

Or, if there is no particular passion, interest or university need to inspire you, then decide in which of your six subjects it would be least painful to write an EE.

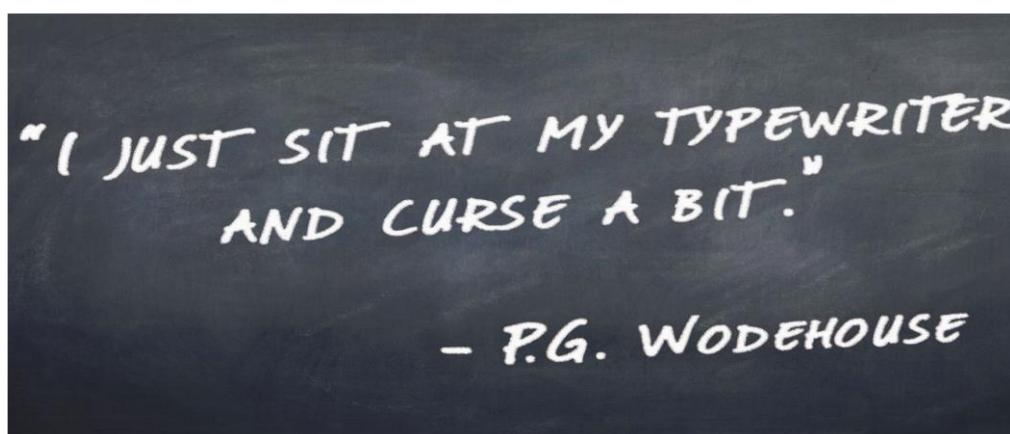
So, I have an idea - what happens next?

Consider under which Diploma Programme subject your passion/interest/fascination falls. This is important - your Extended Essay MUST fall within an available Diploma Programme subject. Before you move forward, choose the subject discipline! If you think your EE might fall between two subjects (Geography/Economics, Biology/Chemistry), then you may want to consider writing a World Studies Extended Essay.

You will be asked to complete a form indicating in which subject you can see yourself writing an EE. As a teacher can only supervise 5-6 EEs, not everyone will get their first choice of subject/supervisor - this is why we need to have a well-justified subject choice from you.

And then - once I am allocated a supervisor - what happens?

You make an appointment to see your supervisor. Also, read the section of this EE Guide which tells you how to prepare for your first meeting with your supervisor - and what questions you are likely to be asked. This is an important meeting, which has to be documented afterwards, and which counts towards the 6 marks for 'Engagement', so I suggest you read all the details and prepare carefully. Once you have had this meeting, you will be well on the way towards making a start to the research and writing process.



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The Research Question

What is 'the Research Question'?

A research question is a **clear and focused** question centered on a research topic. Research questions usually emerge when you start asking questions about the particular issue that you are interested in or curious about.

A research question helps to focus the research, providing a path through which you will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow you to work towards developing a reasoned argument within the scope of the task, rather than the kind of "all about" essay that an unfocused research question can lead to.

Can I change my Research Question?

Yes - sometimes it's necessary to change your RQ as you work through the essay. Perhaps your first RQ was not worded precisely enough, or you have uncovered material during the research phase which means you have been asking the wrong question. Changing your RQ can, in fact, be the sign of good research. A research question should always be considered provisional until you have enough research data to make a reasoned argument.

What is the difference between the Research Question, and the Title?

- **The title** is a clear, focused summative statement of the research which gives the reader an indication of the research topic.
- **The research question** indicates the specific topic of research and must be phrased as a question.

What does a good Research Question look like?

See the sample research questions below to get a sense of what a good RQ looks like.

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer

Five steps to developing a Research Question



Choose a subject and topic that is of interest.

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.



Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?
- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?



Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms "how", "why" or "to what extent".



Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?

Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?

Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?



Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:

- suggesting possible outcomes of the research
- outlining the kind of argument they might make and how the research might support this
- considering options if the research available is not sufficient to support a sustained argument.

Research and Writing

Summary of the research and writing process

An EE is an authentic piece of work following the research process. Once you have chosen your RQ, you should:

- Undertake lots of preliminary reading on your chosen topic
- Gather as much evidence as possible from reliable and relevant secondary sources to begin to answer your working research question. You might need to refine the question as you continue to read.
- Analyse the information you have gathered so far to determine:
 - To what extent is the information from the various sources consistent?
 - What additional information do I need to answer my question?
- Continue to collect the information you need by primary or further secondary research
- Write your Introduction - but remember, you will probably want to go back and change that towards the end of the EE process
- And then - you begin to construct the body of your essay, which should be presented in the form of a reasoned argument.
- Compare/contrast the evidence collected from secondary sources with each other or with your findings from the primary research and formulate a conclusion that answers your research question.

Practice exercise: Planning your timeline

Organize the following statements into the correct sequence on the timeline

arrow

- Collect resources or data
- Reflect on supervisor's comments
- Consult subject guide
- Undertake your *viva voce*
- Complete the last student comment section of the RPPF
- Prepare research question
- Submit the final essay
- Select preliminary sources
- Prepare title of research
- Write a first draft
- Select subject
- Select or be allocated a supervisor

How do I organise my Extended Essay?

How do I organise my Extended Essay?

There are six required elements of the final work to be submitted. You should note that the order in which these elements are presented here is not necessarily the order in which they should be written. The six required elements of the extended essay are:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

The Title Page - and the Title

What should be on the title page?

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

What is 'The Title'?

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should **not** be phrased as a research question. **The research question** indicates the specific topic of research and must be phrased as a question.

Examples of linked Research Questions and Titles are shown below:

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr Faustus</i> ?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

REMEMBER: All EEs must have both a Research Question AND a Title

AN IMPORTANT NOTE:

Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered.

The contents page will usually consist of a 'Table of Contents'. This should be properly formatted, with page numbers neatly aligned on the right hand side.

Using some sub-headings throughout your essay can be helpful in two ways:

1. Sub-headings support the examiner to follow your argument more carefully
2. It provides you with section headings which can be added to the Table of Contents

You should NEVER have a Table of Contents which contains just a few entries, such as 'Introduction', 'Body' and 'Conclusion'.

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

The Body of the Essay

The 'Body' of your essay contains research, analysis, discussion and evaluation. It comprises most of your essay - perhaps 3,500 words, and is where you demonstrate 'Knowledge and Understanding' and 'Critical Thinking'.

Your main task is to write the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring your extended essay, you must take into consideration the expected conventions of the subject in which your extended essay is registered.

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

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

The Conclusion

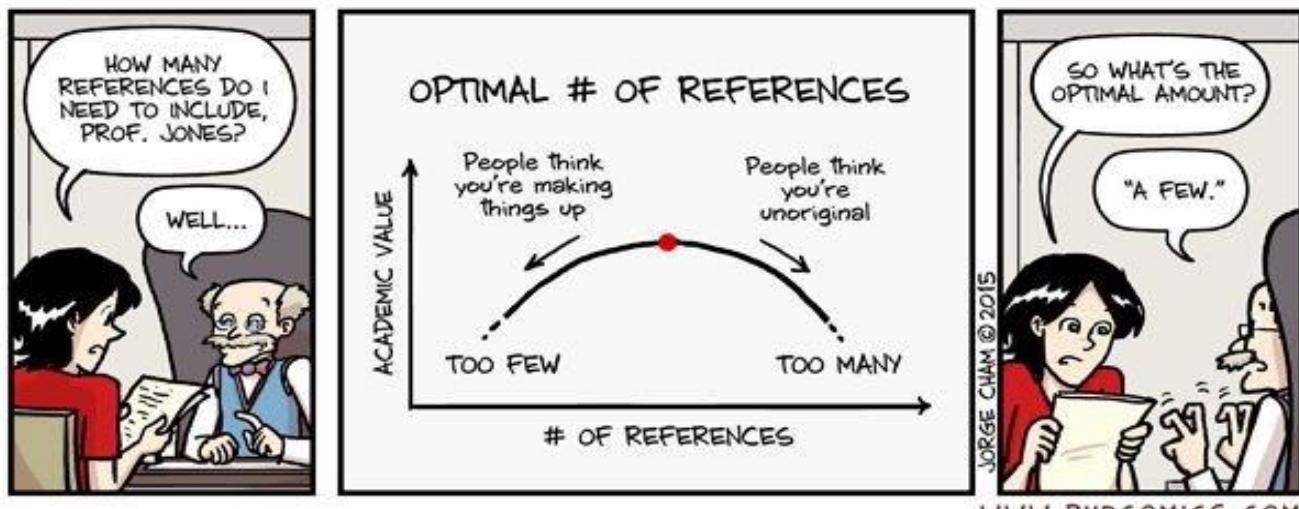
The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While you might draw conclusions throughout the essay based on your findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

References and Bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document [Effective citing and referencing.](#)

Use EasyBib or RefMe to keep track of your sources as you read and research. Otherwise you will forget where you found images/quotes/information.

For further details on references/footnotes and the bibliography, see the **Formal Presentation** section



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Supervision: What should I know?

Who will be my supervisor?

The supervisor–student working relationship is probably the most important one in the extended essay process. Your supervisor must be a suitably qualified member of staff at the school which you are attending.

The supervisor plays an important role in helping you to plan and undertake your research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide you during the supervision and reflection sessions, at the planning stage, and when you are carrying out and writing up your research. This is done through the supervision process, including the **three mandatory reflection sessions** and the completion of the **Reflections on Planning and Progress Form. (RPPF)**

How many times should I meet with my supervisor?

You MUST meet with your supervisor for THREE mandatory reflection sessions, which are outlined on the deadline calendar. In addition, you will have a number of required 'check-in' sessions. And, other than that, you can meet with your supervisor as many times and you and s/he agree.

How long will each supervision session last?

The mandatory reflection sessions will probably last between 20 and 30 minutes each. The check-in sessions will probably last between 10 and 20 minutes, but could be longer, depending on need.

Overall, how much time can my supervisor give to me?

Supervisors may give you between three and five hours of supervision - they are not allowed to give you more than five hours. These hours include the three mandatory reflection sessions. Supervision time does not include overseeing any work in a lab - you need to make sure that you use supervision time for one-to-one discussions only. The amount of time your supervisor spends with you is recorded and noted on your essay when it is uploaded to the IB. More than five hours means questions may be asked about who actually wrote the essay - you or the supervisor.

What support can I expect from my supervisor?

It is the responsibility of the supervisor to ensure that you are familiar with the requirements of the extended essay. Supervisors and students must discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of the task.

What are supervisors required to do?

Supervisors are **required** to:

- undertake three mandatory reflection sessions with each student they are supervising

- sign and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. A blank or unsubmitted RPPF will score a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students
- monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- read and comment on one draft only of the extended essay (but do **not** edit the draft); this should take place after the interim reflection session, but before the final reflection session, the *viva voce*
- ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

Supervisors are strongly recommended to:

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

What will my supervisor **not do?**

Your supervisor will not:

- Set up appointments with you - students must take the initiative
- Provide you with research material - although s/he may point you in the right direction, or suggest some reading you could undertake

- Chase you up when they have not heard from you for sometime - or when you have missed deadlines. Again it is your responsibility to contact your supervisor if you are struggling with your EE
- Read more than one full draft of your Extended Essay. This is an IB rule
- Edit your work - they can discuss your work with you at length, but they cannot edit it.

Can I work with an external supervisor?

You may work with or consult external experts in a particular area of specialism but it remains the responsibility of the supervisor within the school to complete all the requirements described above. There are some situations where students need to work with scientific equipment more advanced than that available in the school, or with language experts not available in the language department, and in these cases, the IB has made available regulations regarding the use of 'external mentors'. However, you must have a supervisor who is a member of staff in your school, and it is this supervisor who is responsible for all aspects of your EE.

The role of external mentors.

*In circumstances where the school deems it appropriate, students may undertake their research at an institute or university under the guidance of an external mentor. This must be with the agreement of the school, and the external mentor must be provided with a letter outlining the nature of the extended essay and clear instructions about the level of guidance that is permitted. Schools are responsible for ensuring that these external mentors are aware of the limits of their role in providing this service. It is important to note that if this is the case the student **must** be allocated a supervisor within the school and undertake his or her reflection sessions with this person. Only a supervisor within the school is permitted to complete the reflection process for the extended essay with the student and provide both signature and comments on the Reflections on planning and progress form (RPPF). The nature of these comments may be informed by the external mentor but must **not** be provided by them.*

The letter, which must be electronically signed by the external mentor, must be inserted in the appendix of the essay as part of the document file rather than as a separate document. If a student has had an external mentor, this signed letter is an important part of the authentication of the essay.

As the extended essay is an independent task and a formal assessment component, students must not receive assistance with any aspect of the research, writing or proofreading of the extended essay beyond that which is permitted through their supervisor. If a supervisor suspects that the extended essay submitted for assessment by a student could not have been completed without assistance they are required to bring this to the attention of the Diploma Programme/extended essay coordinator, who in turn must inform the IB. This may then be investigated as a possible case of academic misconduct.

My supervisor can only mark one draft of my Extended Essay - what does that mean?

The IB states the following about the marking of your draft 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 to the IB for submission. It is therefore vital that the level of support given is appropriate—too little support and the ability of the student to meet their potential is compromised; too much help and it will not be the work of an independent learner.'

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 as these become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the supervisor.'



What supervisors can do

Comments can be added that indicate that the essay could be improved. These comments should be open-ended and not involve editing the text, for example:

- Issue: the research question is expressed differently in three places (the title page, the introduction and the conclusion).
- Comment: is your research question consistent through the essay, including on the title page?
- Issue: the essay rambles and the argument is not clear.
- Comment: your essay lacks clarity here. How might you make it clearer?
- Issue: the student has made a mistake in their calculations.
- Comment: check this page carefully.
- Issue: the student has left out a section of the essay.
- Comment: you are missing something here. What is it? Check the essay against the requirements.
- Issue: the essay places something in the appendix that should be in the body of the essay.
- Comment: are you sure this belongs here?
- Issue: the conclusion is weak.
- Comment: what is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?
- Issue: the essay has an incomplete citation.
- Comment: you need to check this page for accuracy of referencing.



What supervisors cannot do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.
- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed. ● Proofread the essay for errors.
- Correct bibliographies or citations.

The answer above relates to my supervisor marking a full draft of my essay. Can my supervisor see sections of my essay more than once?

Technically, yes - sections of your essay can be seen more than once. See the 'Tip' below from the IB.

TIP

If students give their supervisor sections of their extended essay to read, this is permissible but the same section of work should not be looked at repeatedly by the supervisor, nor should it be heavily annotated or edited. Students and supervisors must be clear that only one complete draft of the essay is permitted to be looked at by the supervisor.

And what about my final essay - can I make changes after I have submitted that to my supervisor?

After commenting on one full draft, the next version of the essay that the supervisor sees must be the final one submitted to them before the *viva voce*. This version of the extended essay must be clean; in other words, it must not contain any comments from the supervisor or any other person. **Once this version has been submitted to the supervisor, students are not permitted to make any further changes to it, unless deemed appropriate by the supervisor because of an administrative error.** For this reason, it is important that students are advised to ensure that it meets all formatting and submission requirements before they upload it.

The Assessment Criteria

Overview

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<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 marks available: 34

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
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.

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	The work does not reach a standard outlined by the descriptors below.
1–3	The research is limited. <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>
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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> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <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. • 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.
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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	<p>Engagement is excellent.</p> <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.

Reflection, and the Three Required Reflection Sessions

What is 'reflection'?

Reflection is an invisible process that goes on inside our heads constantly. We **consciously** reflect when, for example:

- something significant has happened
- we have a decision to make
- we're working on something
- we're stuck
- we've just completed something
- we've been asked to do something
- we've encountered the unexpected or the unfamiliar
- our equilibrium has been disturbed
- we are encountering, anticipating or seeking change.

If this reflection is deep enough, it gives us lasting insights or knowledge—what we call experience, something we can call up subsequently to help guide our responses.

The basis of reflection is **inquiry-based problem-solving**. It requires curiosity, scrutiny and a quest for some sort of knowledge, insight or understanding.

Reflection plays an important role in the evaluation of what was learned and how it was learned. It provides the opportunity to:

- plan and track the learning process
- record discoveries
- make connections with prior learning.

The act of reflection:

- is a conscious search for meaning and of making meaning
- enables learners to distance themselves from their learning and to view it from the outside ● allows us to become aware of our cognitive frameworks.

Through reflection, we can develop an objective understanding of ourselves as learners.

Reflection is a key part of our personal development and identity. It gives us self-knowledge and a consciousness regard for who we are and our place in the world.

Our reflections, therefore, can become a complex map that not only directs us towards a destination but also charts all the routes we've already travelled, the places we've been to, the resources we've had and how we have used them. Reflecting on our reflections—**secondary reflection**—allows us to distance ourselves from ourselves. This type of reflection enables us to understand ourselves better as people and as learners.

Do I need to document my reflections as I work through the Extended Essay?

Yes. You are expected to document your reflections in a '**Researcher's Reflection Space**'. (RRS)

The Researcher's reflection space is a personal learning environment that can be either a physical or virtual support tool. It is a space in which you record reflections on what you are reading, writing and thinking. It will help you to prepare for your reflection sessions with your supervisor and inform the discussions that take place. You could use your RRS to:

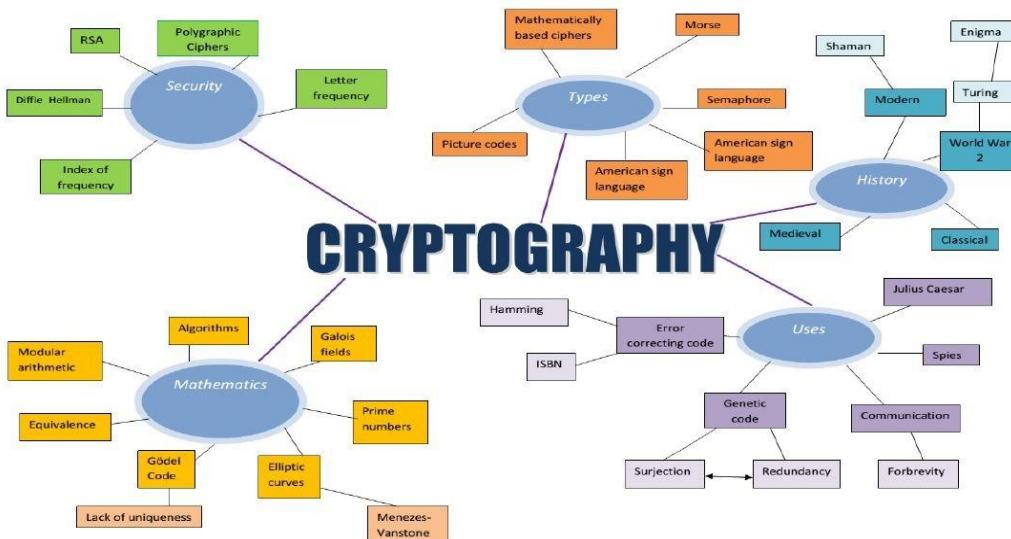
- record your reflections
- respond to artifacts, such as photos, newspaper clippings, Twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in your subject areas, TOK classes or other aspects of the Diploma Programme
- create Mind Maps®;
- record emerging questions.
- remind yourself of tasks to be completed or questions to ask in your next meeting with your supervisor.
- record bibliographic details of the sources you are working from.

What might a Researcher's Reflection Space (RRS) look like?

The RRS can take any form which works for you. It's likely to be in written format, and might be a process journal, a blog, a workbook or a portfolio. There are three primary functions of an RRS:

1. **Study/cognitive**—focusing on ideas, research, evaluations, concepts, discoveries.
2. **Process/procedural**—focusing on problem-solving, inspirations, ideas, workings, processes, systems of exploration.
3. **Autobiographical/affective**—focusing on personal rants, raves, achievements, frustrations, discoveries, experiences, insights.

Below are some examples of what parts of your RRS might look like:



Are there different levels of reflection?

Reflection can be 'descriptive', analytical, and/or 'evaluative'. See the table below for examples of questions which you could ask yourself under these headings. **These levels of reflection link to the attainment levels for Criterion E: Engagement**

Level of reflection	Example of the kinds of questions students may have asked and answered of themselves
Descriptive	<ul style="list-style-type: none"> ● What did I do? ● How did I undertake my research? ● What were the problems I faced? ● Did my approach or strategies change throughout the process? ● What have been the high and the low points of the research and writing process?
Analytical	<ul style="list-style-type: none"> ● Was my research successful? ● If I changed my approach or strategies during the process, why did I do this? ● What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research? ● How has my understanding of the topic and research process developed throughout the task?
Evaluative	<ul style="list-style-type: none"> ● If I were to undertake this research again, would I do it differently—if so, why or why not? ● What has affected this? ● If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome? ● What can I conclude from this? ● Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes? ● What, if any, questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?

Preparing for the three required reflection sessions

How should I prepare for the first reflection session?

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of your choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the subject-specific section of the *Extended essay guide* for the subject you are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
4. Undertake further background reading and begin to gather information around your area of interest. This exploration should give rise to a variety of topics and questions that you might consider for further research. At this stage it is important that you consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in your Researcher's Reflection Space.
5. Begin developing a research proposal which might include a MindMap® of ideas, an annotated article or preliminary bibliography. Additionally, you should already be thinking in terms of the following questions.
 - Is my topic appropriate for the subject I am considering?
 - Why am I interested in this area and why is it important?
 - What possible questions have emerged from my initial reading?
 - Are there any ethical issues that I need to consider?
 - What possible methods or approaches might be used for research in this area and why?

What will happen at the first formal reflection session?

This initial reflection session should be a dialogue between you and the supervisor based on your initial explorations. It is recommended that you send your supervisor an outline of your research proposal ahead of the meeting in order to give the supervisor the opportunity to review your work. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

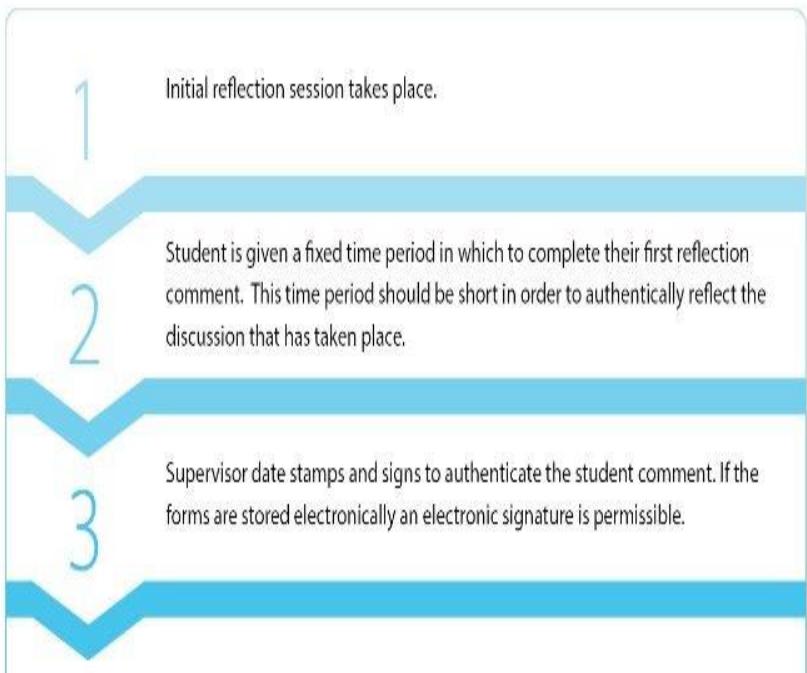
- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing your ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help you focus your thinking; this should lead to the development of your working research question
- an outline of the next steps that you will undertake in order to refine your question; this should take the form of a research and writing timeline.

Some questions which your supervisor might ask you appear below:

Possible guiding questions

- What has motivated you to research this topic?
- What do you already know about the topic?
- What are some of the ideas/questions you have about this topic?
- What background reading have you done, if any?
- What are the EE requirements for the subject in which your topic is located?
- Does your topic fit in with the chosen subject area specifications?
- Do you understand the nature of the EE?
- Have you chosen a viable area of research?
- What sections of the guide might be helpful to you at this time?
- Have you had any training in research skills?
- How are you planning to organize yourself and manage your researcher's reflection space?
- What do you think are the next steps in conducting your research?
- Have you chosen a provisional research question that meets the subject criteria?
- Where are you searching for reliable sources?
- Will you be able to collect sufficient resources to effectively answer the research question?
- Will you need to revise your research question to ensure it promotes an analytical approach?
- What challenges/obstacles have you encountered, if any?
- What can you do about them?
- What background information and/or data do you need to move forward to formulate a research question?
- Have you developed a working research question?
- What preliminary research question or questions are guiding your investigation?
- Have you been made aware of any ethical issues in relation to the intended topic and proposed research methods?
- Are there any ethical issues to be considered?
- Do you have a good grounding in the relevant theories, methodologies or findings of the subject?
- What is your theoretical/conceptual base for this topic?
- What approaches to the topic/research question have you or might you develop for this topic? (See *Extended essay guide* for subject examples.)
- Are you attaching drawings, MindMaps®, or recordings that show your thinking in your RRS?
- What are the key resources you have investigated so far? (Students may have developed an annotated bibliography as part of the RRS.)
- What needs to be done next?
- When will you begin writing and how are you planning to manage your time?
- What is the goal for the next meeting?

**Following this first session, you
MUST complete the first student
comment section of the *Reflections
on planning and progress form* and
submit it to your supervisor who
must then sign and date the form.**



How should I prepare for the interim reflection session?

Between the first and second reflection session, you should engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian and your supervisor. You should also ensure that you are progressing with your research plan.

In preparation for the interim reflection session, you should have:

- attempted to refine a focused and appropriate research question
- significantly deepened your research and recorded pertinent evidence, information or data in the Researcher's Reflection Space
- reviewed and consolidated the methodologies you will be using
- formulated arguments based on the evidence that you have collected
- added to your working bibliography any additional sources you have found and/or used.

What will happen at the interim reflection session?

This session is a continuation of the dialogue between you supervisor and you in which you must demonstrate the progress you have made in your research. You must also be able to discuss any challenges you have encountered, offering potential solutions and seeking advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing in order to ensure that you understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and whether you are critically evaluating the

origin of those sources

- what you now have to do in order to produce the full draft of your essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session you and your supervisor should feel satisfied that there is:

- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Some questions which your supervisor might ask you appear below:

Possible guiding questions

- Where are you now in the research process?
- What have you achieved so far and how did you manage this?
- What challenges have you faced and what strategies have you used to overcome these?
- Have you encountered any obstacles/problems in the research process and how have you overcome them?
- How are you conducting independent research and adhering to the academic honesty policy?
- Is the research question clear and refined?
- How has your understanding of the question/topic changed?
- What changes need to be made in order to complete this research?
- What have you learned that might affect the way you continue?
- Are there any inconsistencies in your argument and analysis?
- Is your argument well structured and coherent?
- Have you provided enough evidence to support a reasoned argument?
- Have you critically evaluated this research?
- Will the examiner be able to follow your line of argument throughout the essay?
- Are there any last-minute adjustments or changes that you might make to improve your essay?

Following this first session, you MUST complete the first student comment section of the *Reflections on planning and progress form* and submit it to your supervisor who must then sign and date the form.

4

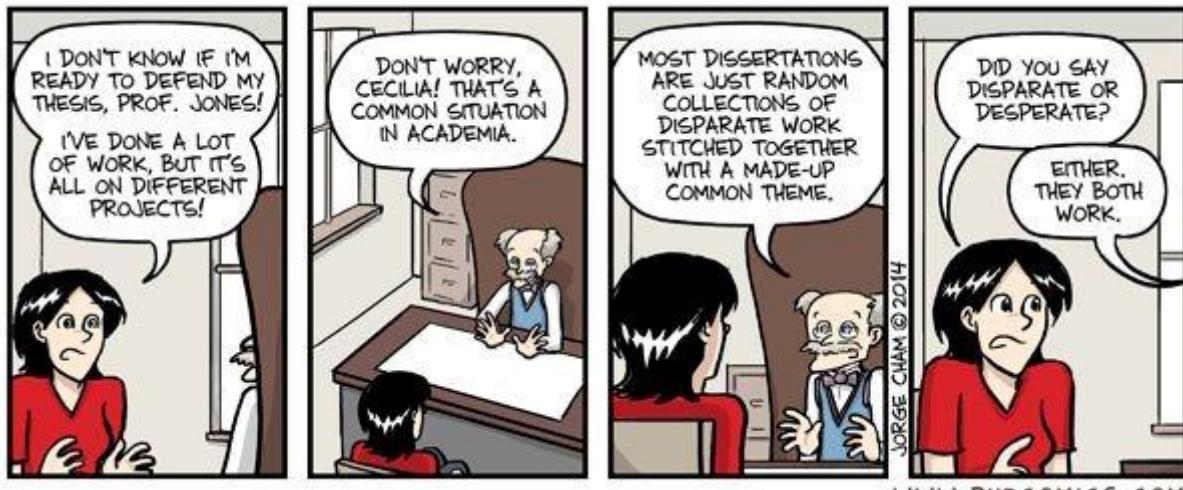
Interim reflection session takes place.

5

Student is given a fixed time period in which to complete their second reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.

6

Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.



<http://thegradstudentway.com/blog/wp-content/uploads/2014/07/phddefense.gif>

How do I prepare for the final reflection session – the Viva Voce?

Your Supervisor must have already read the final version of the essay before this session takes place.

For this session, you should bring with you:

- extracts from your RRS that illustrate how you have grown as learners through the process of reflection
- a willingness to share your personal experience and to discuss the skills and development of conceptual understandings that you have acquired through the completion of the extended essay.

What will happen during the final reflection session (*viva voce*)

The *viva voce* is a short interview between you and your supervisor, and is the mandatory conclusion to the extended essay process. Students who do not attend the *viva voce* will be disadvantaged under criterion E (engagement) as the *Reflections on planning and progress form* will be incomplete.

The *viva voce* is conducted once you have uploaded the final version of your 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* is a celebration of the completion of the essay and a reflection on what you have learned from the process.

The *viva voce* is:

- an opportunity for your supervisor to ask you a variety of open-ended questions to elicit holistic evidence of your learning experience.
- an opportunity for the supervisor to confirm the authenticity of your ideas and sources
- an opportunity to reflect on successes and difficulties you encountered in the research process • an aid to the supervisor's comments on the *Reflections on planning and progress form*.

The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with a student.

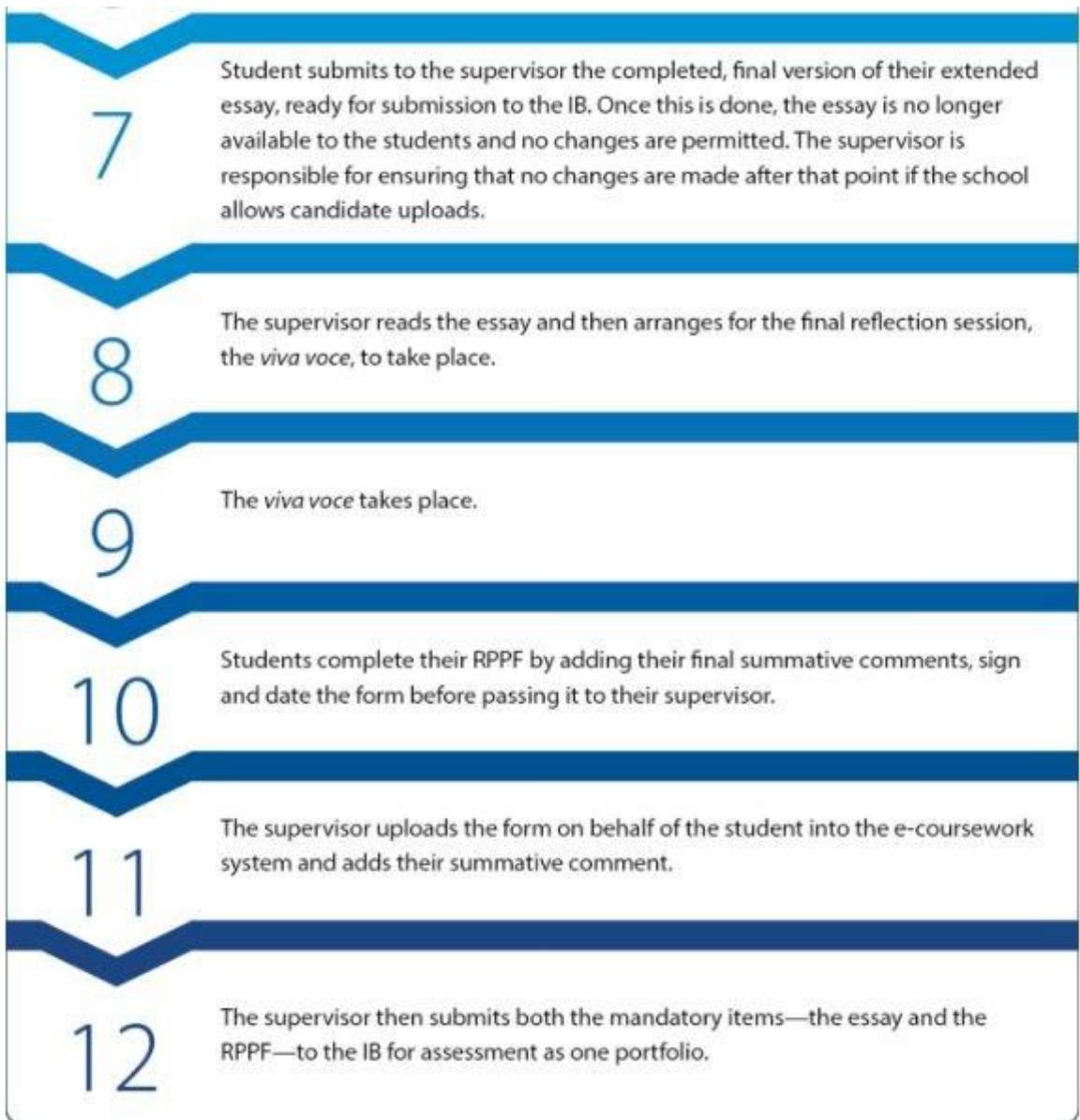
In conducting the *viva voce* and writing their comments on the *Reflections on planning and progress form*, supervisors will be bearing in mind the following.

- The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; your comments; and the supervisor's overall impression of your engagement with the research process.
- An incomplete form resulting from supervisors not holding reflection sessions, or students not attending them, could lead to criterion E (engagement) being compromised.

- In assessing criterion E (engagement), examiners will take into account any information given on the form about unusual intellectual inventiveness. This is especially the case if you can demonstrate what has been learned as a result of this process or the skills developed.
- Examiners want to know that you understand any material (which must be properly referenced) that you have included in your essay. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check your understanding in the *viva voce* and comment on this on the *Reflections on planning and progress form*.
- If there appear to be major shortcomings in citations or referencing, the supervisor will investigate thoroughly. Your essay cannot be authenticated if the supervisor believes you may be guilty of plagiarism or some other form of academic misconduct.
- The comment made by the supervisor should not attempt to do the examiner's job. It should refer to things, largely process-related, that may not be obvious in the essay itself.
- Unless there are particular problems, the *viva voce* should begin and end positively. Completion of a major piece of work such as the extended essay is a great achievement and should be celebrated.

Some questions which might be asked during the *Viva Voce* are noted below:

Possible guiding questions
<ul style="list-style-type: none"> ● To what extent were your initial ideas realized? ● Were your original plans/ideas realistic and appropriate? ● What do you think your successes were in this process? ● What was the most rewarding aspect of the entire process? ● How will this experience prepare you for future work of this nature (in college or employment?)



Following this final session, the student is required to complete the last student comment section of the *Reflections on planning and progress form*, sign and date it and submit it to their supervisor, who must then add their own comments, sign and date the form. The supervisor must then upload the form into the e-coursework system, confirm the authenticity of both the form and essay, and submit them to the IB for assessment as one portfolio. A blank or unsubmitted RPPF will score a 0 for criterion E.

It is important to note that students must not be allowed to make any changes to their extended essay after this meeting. Once you have submitted the essay as final to their supervisor, it is the supervisor's responsibility to ensure that changes are not made.

Formal Presentation: What's that all about?

Are there rules about how to format my Extended Essay?

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

To help achieve this, the following formatting is **required**:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Can I use illustrations?

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease.

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

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. Use illustrations with caution; excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Can I use tables?

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit. Obviously, all tables should be correctly labelled, neatly presented, referred to in the body of the essay, and clearly relevant to the essay content.

I keep being told to ‘cite my sources’, or ‘reference everything’. What does that mean?

Unless you know the material you have included in your essay ‘out of your own head’, you MUST clearly state from where you acquired this information. You do this by using a standard system of citing your sources, which means showing in your essay exactly where each piece of information (you learned from somewhere else) came from. The source citing system could be MLA, APA, Chicago or Harvard. Different subjects use different systems, so you should check with your supervisor which system they would prefer you to use. You will find details about all of these systems in the school library, and on the school library website. You will either ‘cite your sources’ using ‘in-text citations’ or ‘footnotes/endnotes. This is how you show your sources in a shortened way.

You will then list all of the sources you used in your essay in a bibliography at the end of your EE. This bibliography will be in alphabetical order of the authors’ surnames, and will contain all the information an examiner could need to find that particular source. This is really important! As the IB says:

An Extended Essay must reflect intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and referencing. Producing accurate citations, referencing and a bibliography is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves and it shows the student's understanding of the importance of the sources used.

What are footnotes and endnotes?

Footnotes and endnotes are a way of showing from where information in your essay came from. Footnotes sit at the bottom of the page. Endnotes sit at the very end of the essay, before the Bibliography. You use either footnotes or endnotes - you don't use both.

A footnote looks like this¹

Carroll, J. 2012. *Academic honesty in the IB*. IB Position Paper.

An endnote will look exactly the same - but will be listed at the end of the essay.

Footnotes and endnotes, when used for referencing purposes will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this **must** be included in the word count.

Do not use footnotes as a way of getting around the wordcount.

As footnotes and endnotes are not an essential part of the extended essay you must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of your essay is contained in the main body of it. Examiners are not required to read footnotes or endnotes.

What is 'in-text citation'?

In-text citation means that you are citing/showing the sources of your information in your essay, and not at the bottom of the page, or at the end of the essay. In-text citations are used for exactly the same reason as footnotes - they just look different. An in-text citation might look like (McCarthy, 24) which tells you the name of the author, and the page in the book where you found the information.

In-text citations should be subtracted from your wordcount - which might need to be done by counting up the number of citations, and then subtracting them from the overall word count.

Check the IB's *Guide to Effective Citing and Referencing* (on your EE page) for full details!

My supervisor keeps mentioning 'Appendices'. What are these?

An 'appendix (plural is appendices) is a piece of information which is a useful addition to the essay, but which does not include any absolutely vital information. It's important to remember that examiners will not read them, or use any information contained within them, in the assessment of the essay. You need to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc

- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions). You should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

So - only use appendices when absolutely necessary!

What is a Bibliography?

A bibliography is an alphabetical list of every source used to research and write the essay. **The bibliography should list only those sources cited in footnotes/in-text citations** – in alphabetical order. (Sources that are not cited in the body of the essay, but were important in informing the approach taken, can be noted in an acknowledgment if absolutely necessary)

Remember that your bibliography should use the same citation style as you have already decided to use. Using MLA means that you will cite your sources and create your bibliography in that particular MLA way.

And - what about the wordcount? What counts as words - and what doesn't get counted?

Included in the word count	Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	The <i>Reflections on planning and progress form</i>

What will happen if I write more than 4,000 words?

The upper limit is 4,000 words for all extended essays.

Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Use of resources

In addition to the books, reference materials, magazines and periodicals which the library contains, the following online resources are available:

EBSCO (Student Research Center, Advanced Placement Source, History Reference Center, Science Reference Center, Literary Reference Center and Points of View) Students can login to these databases which provide reference materials, articles, websites, and other information on a variety of topics. Students can access this resource from school or from home by obtaining the customer ID number and password from the Librarian.

Finnish Libraries

The Finnish libraries offer a wide variety of resources and databases in English and will be a necessary resource for many students. Students in the IB programme may register at any Library in Finland by bringing their yellow card, or if they do not have a yellow card, a photo ID such as a passport. Once signed up at the library, students will be able to order materials online by searching the Finnish Library catalogue. It is up to each student to take responsibility for using this resource.

Past Extended Essays

Students are strongly encouraged to look through past Extended Essays, to see how these have been presented, and the grades they have received. Many Extended Essays, particularly those from 2010 onwards, can be found in the Library. Students should note that essays for submission from May 2018 onwards are required to have a slightly different structure than those which are available in the Library up to May 2017. Even so there is much that can be learned about Presentation, Knowledge and Understanding and Critical Thinking from reading previous excellent EEs



https://librarycartoons.files.wordpress.com/2013/03/tumblr_l3eyt91q7y1qzn8edo1_1280.gif

World Studies Extended Essays

- World Studies EEs allow students to incorporate two or more subject areas in one EE. Otherwise all EEs must be set clearly within one subject discipline
- Essays must
 - identify an issue of global importance
 - identify a local manifestation of the issue of global importance
 - develop a clear rationale for taking an interdisciplinary approach and use the conceptual framework and vocabulary of two Diploma Programme subjects.
 - Be registered within one of six areas of study which are:

Conflict, peace and security

- Culture, language and identity
- Environmental and/or economic sustainability
- Equality and inequality
- Health and development
- Science, technology and society.



<http://youphoria.co.in/wp-content/uploads/2015/02/Hands-holding-globe1.jpg>

Examples

- *What do members of three religious congregations (Hindu, Muslim and Christian) in my city, Mombasa, believe, or know about, the causes, transmissions and cures of HIV-AIDS, and how might religious beliefs inform these people's views?*
- *How and why have two Japanese graffiti artists used American hip hop art for the purposes of self-expression and community organization in their country?*

Topic	Culture, language and identity: music as an expression of political dissent
Research question	To what extent can music be used as a method of political expression against oppressive regimes: a comparison of Shostakovich's work (1932–45) under Joseph Stalin's regime with Malek Jandali's work (2000–) under Bashar al-Assad's regime.
Approach	By analysing nine musical parameters of two composers as expressions of dissent under repressive regimes in different historical eras, and the contexts in which they were written and their reception, the student draws meaningful comparisons and contrasts using the skills of the historian and those of musical notation.

Topic	Health and development: multiple sclerosis and latitude
Research question	To what extent do geographical factors play a role in the distribution of multiple sclerosis cases in Canada and Iran?
Approach	The essay challenges the suggested theory that MS is associated with high latitudes by looking at recent studies of Iran. Genetic factors and vitamin deficiency (biology), migration and environment (geography) are evaluated to enhance understanding

How to do really well - or really badly - in your Extended Essay

Before 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 (imagine the finished essay) • 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 their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice
- record sources as you go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that can be answered if there is a problem with the original topic
- use the appropriate language for the subject • let your interest and enthusiasm show.

After completing the essay, you should:

- check and proofread the final version carefully.

Recommended: things to avoid

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

In addition, you should not:

- forget to analyse the research question
- ignore the assessment criteria

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

One further piece of advice is as follows: the more background you have in the subject, the better the chance you have of writing a good Extended Essay. Choosing to write the Extended Essay in a subject that is not being studied as part of the Diploma Programme can lead to lower marks.

How to flunk your EE in 10 easy steps

- ❖ Don't follow the criteria
- ❖ Change your topic halfway through
- ❖ Write a research question that's too broad
- ❖ Choose a 'been there/done that RQ', or one which has already been answered
- ❖ Ignore your supervisor's suggestions and advice
- ❖ Procrastinate - start it three weeks before it's due
- ❖ Let the internet write it for you
- ❖ Find all your sources on Wikipedia
- ❖ Choose a subject for which you have no qualified supervisor

Adapted from the Western Academy of Beijing's EE Handbook

Academic Honesty

You are ultimately responsible for ensuring that your Extended Essay is authentic, with the work or ideas of others fully and correctly acknowledged.

It is the responsibility of a supervisor to confirm that, for each student he or she has supervised, to the best of his or her knowledge, the version of the Extended Essay submitted for assessment is the authentic work of the student.

Both plagiarism and collusion are forms of academic misconduct that incur a penalty. The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the Extended Essay and another assessment component of a subject contributing to the Diploma or an additional certificate. You must ensure that have read and understood the school's Academic Honesty Policy (Appendix 1) before you embark on the Extended Essay.

Ethical Guidelines

The following guidelines apply to research and fieldwork in all extended essays. *It is also important to be aware of the IB's animal experimentation policy, which provides details on what is and is not allowed when conducting research with animals and humans.*

- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently. If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

Checklist before Submission

This checklist has been adapted from the EE Guide produced for Western Academy Beijing

Criterion A: Focus and Method (6)

This criterion focuses on the topic, the research question and the methodology. It assesses how well you explain the focus of your research, how the research will be undertaken and how well this focus is maintained throughout the essay

	Yes	No	Needs Work
My essay meets the criteria of my subject discipline			
My research question is clearly stated and well focused			
I explain clearly why I chose my methodology			
I make clear what the purpose and focus of my research is			
Throughout my essay I am clearly focused on, and responding to my RQ			
I have chosen a wide range of sources, all of which are relevant to my essay			
I make clear why I have chosen some or all of my sources - my selection of sources and methods is informed and effective.			

Criterion B: Knowledge and Understanding (6)

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.

	Yes	No	Needs Work
The sources I have chosen are clearly relevant to my RQ			
The sources I have chosen are used effectively and with understanding			
My knowledge of the topic/issue/subject discipline is very clear			

My research is placed in context - I have included necessary background information			
I make accurate and consistent use of subject specific vocabulary			
I show clearly knowledge and understanding of the concepts which are important within this research area.			

Criterion C: Critical Thinking (12)

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

	Yes	No	Needs Work
I consistently apply my research in response to my research question			
I have effectively analysed and evaluated my data/my source materials/ my findings			
I have critically evaluated the method/s I used to gather information/data, as well as the evidence itself, justifying or criticising their points of view and reliability			
My argument is clear, well-structured, easy to follow and supported by evidence			
My conclusion/s are clearly supported by data, the evidence I have presented, and the arguments I have made			

Criterion D: Presentation (4)

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.

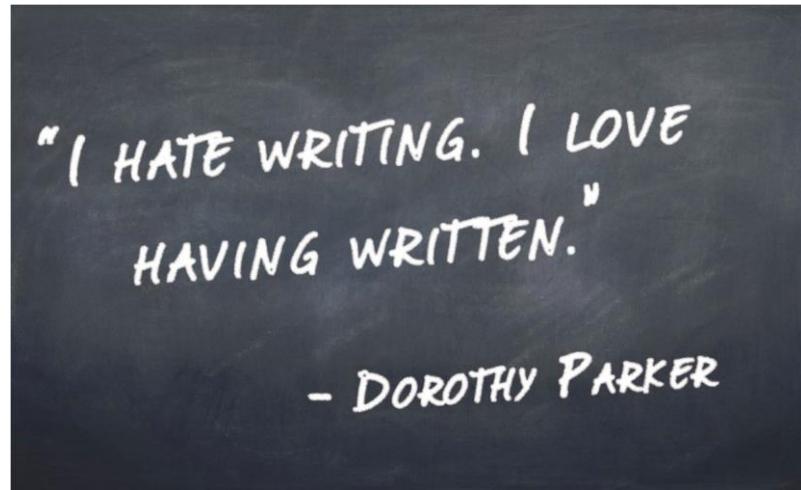
	Yes	No	Needs Work
My essay is 4,000 words or less			
I have both a RQ and a Title, and these are both on the cover page			
My essay is in 12 pt font, preferably Arial, and is double-spaced			

I have used standard margins throughout the essay			
All pages are numbered			
I have not included my school name or number anywhere on the cover page, or in the essay itself			
I have cited all sources correctly, using a conventional citing system like MLA or Chicago. Everything I did not know in my own head has been cited			
Every citation in the essay is in the bibliography, and every entry in the bibliography is cited in the essay			
All figures, tables, graphs and illustrations are correctly labelled, are referred to in the body of the essay, and are all correctly cited.			
I have proofread my essay to make sure it is grammatically correct and that there are no spelling errors			
My Table of Contents is nicely formatted, and is accurately completed			

Criterion E: Engagement (6)

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.

The comments below relate to how you have completed the RPPF	Yes	No	Needs Work
I have reflected on the decisions I made, and the challenges I faced			
I have evaluated my planning process, and the actions I took			
I have clearly shown engagement with my topic, and the essay writing process - both intellectual and personal engagement			
I have included examples of where I took initiative, or was creative in my approach to research and writing			
I make reference to growth in my skills in and my understanding of this topic			
It is clear from my writing why I am interested in this topic, and why I believe it to be significant			



http://timmilesandco.com/wp-content/uploads/2014/09/chalkboard_quotes_parker.jpg

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Extended Essay Handbook, Western Academy Beijing, September 2016

Appendix: Academic Honesty

This is a summary of CIS's Academic Honesty Policy

It is the policy of Copenhagen International School that:

- All students understand what we mean by academic honesty and why this is important.
- All work produced by students is their own, authentic work and all such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and dishonesty
- Encourage students to look to their teachers for support when completing work and coursework in order to prevent any possible form of malpractice
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they have an important role in ensuring that their work is 'academically honest'
- Impart to students that plagiarism is a serious academic offence for which CIS and the IB show no tolerance
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice

What is 'Academic Honesty'?

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Academic Dishonesty/Misconduct therefore, involves:

- Cheating
- Collusion
- Plagiarism
- All forms of malpractice

What is 'Academic Misconduct'?

Misconduct may include:

- Plagiarism: Presenting the ideas or work of another as the student's own, whether deliberately or inadvertently
- Collusion: Allowing one's work to be copied or submitted for assessment by another student. This is supporting misconduct

- Duplication of work: The presentation of the same work for different subjects or parts of a course.
- Any other behaviour which gains an unfair advantage for a candidate or that affects the results of another candidate. This could include taking unauthorised material into the exam room, misconduct during an exam and falsifying Internal Assessments, CAS records, or any other material required to complete the Diploma
- Making up data for an assignment
- Exchanging or in any way supporting or attempting to support the passing on of information that is related to the examination
- Copying the work of another candidate
- Failing to obey the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Including offensive material in a script
- Stealing examination papers
- Using an unauthorised calculator during an examination

DEFINING FORMS OF ACADEMIC MISCONDUCT

- Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, if the teacher is not looking for a group product, the final work must be produced independently, despite the fact that it may be based on similar data.

Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own.

- Plagiarism

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own whether inadvertently or deliberately. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based.

Plagiarism is a clear breach of academic honesty. It is also a criminal offence in some countries.

THE RESPONSIBILITY OF EACH STUDENT

- Students are responsible for making sure that all work handed in is their own work and for fully and correctly acknowledging the work and ideas of others

THE RESPONSIBILITY OF EACH TEACHER

- Subject teachers are in the best position to identify work which may not be the authentic work of the student
- If a teacher suspects that a student's work is not his/her own, then, particularly if this relates to internally assessed work for external assessments, the teacher has a duty to warn the student of his/her suspicions, and has the right to ask students to redo the work, under teacher supervision.

CONSEQUENCES OF ACADEMIC MISCONDUCT AT CIS

The school has the right to apply its own sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework procedures. Such sanctions will include:

- **1st Offence:** The student is required to re-do the work and reminded of CIS's academic policy. Parents are notified by the teacher and the malpractice is noted in school records.
- **2nd Offence:** The student is given zero for the work, parents are notified by the Principal, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.

- **3rd Offence:** If a student is found guilty of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal.

Additional sanctions for the most serious form of dishonesty may include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school's High School Diploma.

CONSEQUENCES OF ACADEMIC MISCONDUCT (as outlined by the IBO)

- If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved, which means no Diploma.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session
- An IB Diploma may be withdrawn from a candidate at any time if misconduct is subsequently established

Letter for external mentor

The IB proposes the following wording for any letter to an external mentor

EXTENDED ESSAY EXTERNAL MENTOR FORM

To be read by the external mentor before the DP student begins his/her research opportunity under external guidance. This form must be signed by the external mentor when the project is completed.

Information about the extended essay process and external mentoring

The extended essay is a rigorous and challenging independent research project carried out by students during the Diploma Programme. Students conducting an extended essay are personally responsible for every aspect of the research process.

They are required to: develop their own research question develop their own appropriate and ethical research methods, which must comply with IB policies and regulations collect and process their own data show critical understanding of the approaches used demonstrate academic integrity.

Each student has a school supervisor to guide them through the whole process. The role of the external mentor is to inform the student of general research opportunities and to teach and oversee the safe and appropriate use of techniques.

To avoid compromising the integrity of the process, the external mentor should not:

- provide the student with a research question or focused topic
- provide ready-to-use techniques and protocols
- provide advanced or extensive technician support
- provide ready-to-use data analysis tools ● read, edit or comment on any written work.

To be signed by the external mentor: I have been made aware of the requirements of the IB Diploma Programme extended essay and of the responsibilities of an external mentor.

I have acted as the mentor for:

Name of student:

Comment:

Name:

Electronic signature: