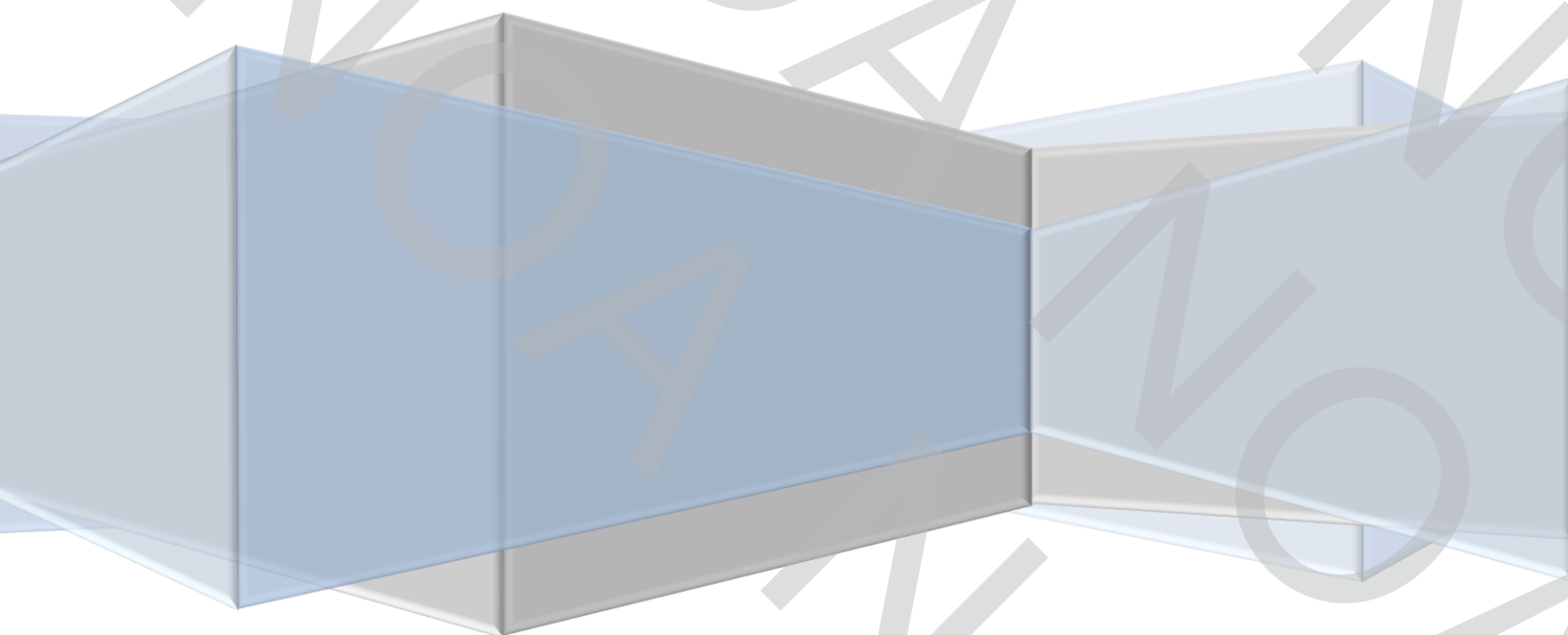




新东方国际双语学校
NEW ORIENTAL ACADEMY

Extended Essay

Handbook
Guide for students



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Introduction

This guide is for you, an IB Diploma student at New Oriental Academy and is intended to assist you to successfully research, write, submit, and discuss your Extended Essay (EE). The Extended Essay is one of the core components of the IB Diploma Programme. You need to produce a research paper of 4000 words and one reflection of no more than 500 words over 40 hours of independent, in-depth study in a subject that particularly interests you. Since you learn in-depth in the higher-level courses, our recommendation is for you to write your extended essay in one of your higher-level courses.

You will need to have an Extended Essay supervisor- a teacher at school -whose main goal is to guide the candidates in the research and writing of the EE and comment on but not edit the paper. The guidance provided by the EE supervisor should be 3-5 hours; this includes 3 **mandatory** reflection sessions. The EE supervisor also authenticates your work. Of course, as with all work in the DP you are expected to be academically honest at all times. This is something you can discuss with your supervisor in depth.

Extended Essay Timeline (Final Submission in DP2)

Day	Action
August-November (DP1)	<p>Research skill development (during EE lessons and individual study time) Students are to conduct their own research and talk to their subject teachers regarding their EE.</p> <p>September 2nd: EE Faculty Review October 15th: Student Review Meeting October 30th: EE Topic Proposal Deadline November 13th: Supervisor Pairing Deadline November 30th: EE Combined Supervisor & Student Info Meeting</p>
December (DP1)	<p>All Research Questions submitted onto ManageBac for checking by EE Coordinator Selection of topic and 300-word proposal due. Students meet with their supervisor. Students communicate general area of interest within a subject area to their supervisors (this may be changed based on research findings) Students should now start the writing of their Extended Essay</p> <p>Last week of term: All final and approved Research Questions must have been submitted onto ManageBac.</p>
January- March (DP1)	Continue using EE lessons to develop the essay.
March (DP1)	<p>Last week of March- 1st Mandatory Reflection between all students and supervisors. Forms available off ManageBac to complete and submit. These need to be completed and uploaded by 4pm of the Friday 31st March of this week.</p>
April- May (DP1)	Using reflection as a guide, complete the first draft of the essay.
May 17 th (DP1)	1st draft due (4000 words).
May 17 th – June 18 th (DP1)	Students are to make appointment with supervisor for first draft feedback. Students should formulate a summer work plan to show to the EE teacher in class.
October 15 th (DP2)	2nd Mandatory Reflection due
December 6 th (DP2)	EE Final copy to be uploaded onto Turnitin and Managebac
January 24 th (DP2)	3rd Mandatory Reflection (viva voce)

THE 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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Definition of Terms:

Bibliography: an alphabetical list of every source used to research and write essay.

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

Extended Essay: is one of the three core requirements of the IB Diploma Programme. A diploma student produces an in-depth, independent research paper in a subject that interests him/her under the guidance of an Extended Essay supervisor.

Extended Essay Supervisor: a teacher at school who supports, provides advice, guides the students in the skills of undertaking research, and reads and comments on the first draft only of the Extended essay BUT does not edit the draft. The detailed responsibilities of the EE supervisor are found on pages 8 and 9.

Deadlines: The time by which something must be completed and submitted. (The IBO supports the IB schools in the implementation of deadlines. Non-compliance to the deadlines is a failing condition.)

Draft: A copy of the 4000-word Extended Essay paper that contains the following:

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

MLA: stands for **Modern Language Association**, is **defined** as a style of writing papers used for college-level writing.

Reference: is a way of indicating to the reader, in an orderly form, where information has been obtained. (see page 19 for more details)

“FAILURE TO COMPLY WITH THE REQUIREMENT ON BIBLIOGRAPHIES, REFERENCES, AND CITATIONS WILL BE VIEWED AS PLAGIARISM AND WILL, THEREFORE, BE TREATED AS A CASE OF MALPRACTICE.”

The Nature of the Extended Essay

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

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the Extended Essay

- 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 to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.
- The Extended Essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the Extended Essay, students must consult the list of available Diploma Programme subjects published in the [Handbook of procedures for the Diploma Programme](#) for the session in question.
- The Extended Essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the **viva voce**, which is a concluding interview with the supervising teacher.

Prior learning

The Extended Essay is a unique task for all students, both those who are studying for the full IB Diploma and course students who choose it as an option. While no particular background is formally required to undertake the extended essay, students are strongly recommended to carry out research in a subject area they are currently studying in the Diploma Programme to ensure that they have sufficient subject knowledge to complete the task. If a student has a background in the subject that is not from their Diploma Programme studies, the student must ensure that they are familiar with the subject from a Diploma Programme perspective.

Aims

The aims of the Extended Essay are for students 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.

Reflection in the Extended Essay

Student reflection in the Extended Essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the Extended Essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the **Researcher's Reflection Space (RRS)**. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to setbacks that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations

- specific research methodology
- time management.

Reflection must be documented on the **Reflections on planning and progress form** and is explicitly assessed under assessment criterion E (engagement).

The student–supervisor relationship

Students can use the **RRS** to prepare for their reflection sessions with their supervisors.

Reflection session	Description
The first reflection session	<p>Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues.</p> <p>In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
The interim reflection session	<p>As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor.</p> <p>At this stage the RRS may include reactions to readings, progress in the timeline for completion of the Extended Essay, a possible outline of arguments, setbacks encountered, and the strategies used to overcome them.</p>
The final reflection session— <i>viva voce</i>	<p>During the <i>viva voce</i>, which takes place at the completion of the Extended Essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</p>

Responsibilities of the School

- Ensure that the IB Coordinator understands who can and cannot be a supervisor.
- Provide organisational structures that allow for three mandatory reflection sessions with the supervisor
- Ensure that extended essays conform to the regulations outlined in the Handbook of procedures for the Diploma Programme.
- Ensure that students select the subject for their Extended Essays from the list of available subjects for the May or November session in question (in the Handbook of procedures for the Diploma Programme) before choosing a topic.
- Ensure that each student has an appropriately qualified supervisor, who is a teacher within the school.
- Introduce, explain and support the reflection process.
- Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material.
- Ensure that the *Reflections on planning and progress form* (RPPF) (Appendix i) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the *Handbook of procedures for the Diploma Programme*.
- Provide exemplars of Extended Essays to supervisors and students.
- Ensure that supervisors and students are familiar with the NOA Academic Honesty Policy and IB documents **Academic honesty in the IB educational context and effective citing and referencing**.
- Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.
- Explain to students that they will be expected to spend up to 40 hours on their Extended Essay.

Responsibilities of the Supervisor

- Undertake three mandatory reflection sessions with the student.
- Ensure that students complete the **Reflections on planning and progress form (Appendix i)**, and sign and date the form after each entry by the student.
- Provide an explanation in cases where the number of hours spent with the student in discussing the extended essay is less than the recommended minimum of three hours; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances.
- Write a report and present it to the school's Diploma Programme coordinator if academic misconduct such as plagiarism is suspected in the final draft.

Responsibilities of the Student

- Choose a subject from the available Extended Essay list. See Diploma Programme coordinator for this list.
- Ensure that the starting point for your essay is a subject that is available, or in the case of the world studies extended essay, an issue of global significance within one of the six world studies themes.
- Observe the regulations with regard to the extended essay, including the IB's *ethical guidelines*.
- Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria.
- Meet all internal deadlines set by your school in relation to the Extended Essay.
- Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the General regulations: Diploma Programme should there be a breach of these.
- Attend **three mandatory reflection sessions** with your supervisor, the last of which is the **viva voce**.
- Record your reflections on the Reflections on planning and progress form for submission as part of the assessment of criterion E (engagement).

Recommended:

Examiners' reports frequently emphasise the following positive steps.

Before starting work on the Extended Essay, students 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, students 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 they 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 their interest and enthusiasm show.

After completing the essay, students should:

- check and proofread the final version carefully.

Recommended things to avoid:

Examiners' reports also mention these things to be avoided at all costs:

1. Students 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.
2. 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 a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

What supervisors can 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** (Appendix i) and provide comments at the end of the process. If the form is not signed by both the student and the supervisor, it may result in:
 - a delay in a grade being issued for the Extended Essay
 - criterion E (engagement) being compromised—the examiner may not be able to apply criterion E due to missing or lacking information
 - the essay being referred as a possible case of academic misconduct as a result of not being authenticated
- 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. The student 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.

Authentication

All work submitted to the IB for assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. It is a requirement for all supervisors and candidates to confirm the authentication of the work submitted. Once a candidate has officially submitted the final version of their work to a supervisor (or coordinator) for assessment, and have confirmed the authenticity of the work, it cannot be retracted. Supervisors must also confirm that they have followed the guidance in relation to their monitoring of the candidate's work throughout the process and can, to the best of their knowledge, confirm the authenticity of the work upon final submission (please refer to the Handbook of procedures for the Diploma Programme). If the supervisor is unable to confirm the authenticity of the work then this must be brought to the attention of the IB coordinator, who in turn should refer to the **Handbook of Procedures** for the Diploma Programme for guidance. Work that is submitted but does not comply with the expectations and requirements outlined in the IB publication on Academic Honesty will be treated as a case of academic misconduct.

When authenticity is in doubt, the supervisor should first discuss this with the student. In addition, one or more of the following actions may be helpful:

- compare the style of writing with work known to be that of the student
- compare the final submission with the first draft of the written work
- check the references cited by the student and the original sources
- interview the student in the presence of a third party
- use one of the many websites set up to detect plagiarism.

It is the responsibility of supervisors to ensure that all candidates understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Supervisors must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to candidates that the Extended Essay must be entirely their own work.

The same piece of work cannot be submitted to meet the requirements of both the Extended Essay and a subject specific internal assessment component.

In addition, students 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
- plagiarise
- merely describe or report (evidence must be used to support the argument)
- repeat the introduction in the conclusion
- cite sources that are not used.

One further piece of advice is as follows: the more background a student has in the subject, the better the chance he or she has 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 often leads to lower marks.**

Presentation

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**:

- double spacing
- page numbering
- **no candidate or school name on the title page or page headers.**
- Title page
- Contents page- A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.
- Introduction
- Body (development/methods/results)
- Conclusion
- References and bibliography
- Appendices
- Page Numbers

Submitting the Extended Essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

Word counts

The upper limit is 4,000 words for all Extended Essays.

<input checked="" type="checkbox"/> Included in the word count	<input type="checkbox"/> 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>

Students writing their extended essay in Japanese or Chinese should use the following conversions.

- Japanese: 1 word = approximately 2 Japanese characters (upper limit 8,000 characters)
- Chinese: 1 word = approximately 1.2 Chinese characters (upper limit 4,800 characters)

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. Students should be advised to use illustrations with caution as 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.

Appendices

Appendices are not an essential part of the extended essay and examiners may not read them, or use information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc.
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Academic honesty

Research practices when working on an extended essay must reflect the principles of academic honesty these are outlined in the NOA Academic Honesty Policy. The essay must provide the reader with the **precise** sources of quotations, ideas and points of view through accurate citations, which will be in-text citations, and full references listed in the bibliography, which must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the Extended Essay writing process. 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.

Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography **must** list only those sources cited.

Citations

A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used and enable the reader to consult the work and verify the data that has been presented. References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

NOA has decided to use MLA (Modern Language Association) as our standard method for referencing. Please consult Owl Purdue for any questions regarding the MLA style.

<http://owl.english.purdue.edu/owl/resource/747/01/>

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

Referencing online materials

References to online materials should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. With regard to electronic sources, the requirement of the IB for date stamping supersedes the requirements of the chosen referencing system. In other words, all electronic sources must be date stamped by including the date the student accessed the resource (for example, accessed 12 March 2016). Caution should be exercised with information found on websites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.

Accessing sources: technology literacy—using electronic sources

Using the internet as a resource for finding information is more and more commonplace, and it is a tremendous resource. However, it must be used critically and with care. One important thing to be aware of is that unlike resources found in a library in printed form, those found on the internet may not have been through a review or editing process.

Students should:

- know appropriate search engines to use
- not rely exclusively on sources found on the internet
- have a clear and focused research question to help them search more directly on the internet (given the amount of information available it is easy to be overwhelmed)
- critically evaluate the reliability and validity of the information presented on the internet
- keep a detailed record of all references, in accordance with the IB's minimum requirements, ensuring that the URL of where the source was located is written down correctly. This includes recording the date that the site was accessed. The Researcher's reflection space (RRS) is a good tool for supporting this practice.

The following table contains a series of questions students can apply to determine the reliability and validity of information presented on the internet. It could equally apply to print resources.

Desirable source attribute	Questions to consider in order to determine this
Authority	<ul style="list-style-type: none"> • Is the author of the information identified? • If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented? • Is there enough information available to establish the author's credibility? • Is the author affiliated to an academic institution or credible organization? • Is the author qualified to write about the subject?
Audience appropriate	<ul style="list-style-type: none"> • Who is the intended audience? • Does the information presented appropriately address the target audience? • Is the information relevant to your area of research?
Reliability and credibility	<ul style="list-style-type: none"> • Does the information appear to be valid and well researched? • Can it be supported by evidence? • Can the information be verified through other sources? • Is there a non-web equivalent of this material that could be used to verify the information? • Does the URL (web address) give you any indication of the source of the information?
Accuracy	<ul style="list-style-type: none"> • Is there an indication as to who has responsibility for the accuracy of the information provided? • Do you know if the information has been reviewed? • Are there grammatical, spelling or typographical errors? If there are, what does this suggest about the source? • Is there a bibliography?
Objectivity	<ul style="list-style-type: none"> • Is the information fact or opinion? • Is the language used free of bias? • Is the author's point of view objective or do they make it clear when they are expressing a personal opinion? • Is it a personal website? • Is the author affiliated with any institution or organization which might create a bias in the information?
Currency	<ul style="list-style-type: none"> • Is the information kept up-to-date? • Is there any indication of when the information was last updated? • Are any links up to date and working?

Initial Research Steps

1

- Choose an available Diploma Programme subject for the Extended Essay for the session in question (subject to any restrictions imposed by the school).

2

- Read the following materials: the assessment criteria, relevant subject-specific chapter of the Extended Essay guide, the IB's ethical guidelines and other associated policies where relevant, such as relating to animal experiments.

3

- Set up the Researchers Reflection Space (RRS) and use this as the key planning and reflection tool for the Extended Essay process.

4

- Choose a topic and undertake some reading on it.

5

- Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.

6

- Draw up an outline for the research and writing process. Complete your proposal on the provided template.
- Create a timeline for your year.

7

- Begin to identify how and where you will gather source material for your research.

8

- Become familiar with the MLA referencing system and ensure you know how to use it to cite your sources in your essay.

9

- Set deadlines for yourself that are realistic and take into consideration the BSB's deadlines.

10

- Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.

11

- Undertake some preparatory reading in light of the proposed research question. *If you discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: you should not lose time waiting and hoping that something will turn up. You should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*

12

- Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will you know whether they have enough evidence for each stage of the argument so that they can proceed to the next.. You should be prepared for things to go wrong. Sometimes you may discover something later in the research that undermines what you thought had been established earlier. If that happens, the research plan needs to be revised.*

Assessment objectives

In working on the Extended Essay, students are expected to achieve the following assessment objectives.

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none">• To demonstrate knowledge and understanding of the topic chosen and the research question posed.• To demonstrate knowledge and understanding of subject specific terminology and/or concepts.• To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none">• To select and apply research that is relevant and appropriate to the research question.• To analyse the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none">• To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.• To be able to critically evaluate the arguments presented in the essay.• To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none">• To be able to present information in an appropriate academic format.• To understand and demonstrate academic integrity.

Assessment

Assessment of the Extended Essay is a combination of formative assessment (the Reflections on Planning and Progress Form) and summative assessment (the Extended Essay itself).

Generic assessment criteria are used with subject-specific interpretations.

Overview of the assessment criteria for the Extended Essay

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

Grade descriptors

Grade A

Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.

Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.

Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Total marks available: 34

Exemplar Essays

Here are links to exemplar Extended Essays. It is recommended that you read as many as you can to get ideas of how to structure your work.

IB Diploma: Extended Essay Guide: Examples of Extended Essays

<http://research.uwcsea.edu.sg/ee/examples>

50 excellent extended essays

<https://drive.google.com/file/d/0B2EKH6eAPO8mUGRjRU15NW5RZHM/view>

<https://docs.google.com/folderview?id=0B2QVrXPXF2UKMU9qbTd0WnE3UjQ#>

IB Approved Research Learning

In collaboration with University of Leeds, IB and FutureLearn, IB Diploma Programme (DP) students can benefit from a new online course: 'The IB Extended Essay: Managing your research project'. This free online course, available as of 1 April 2019, supports students to writing their DP extended essay (EE)

<https://www.futurelearn.com/courses/ib-extended-essay>

The Diploma Points Matrix

The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, Service (CAS) – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Appendices

Appendix i

PDF forms are not compatible with the Google Chrome PDF viewer plug-in. Chrome users should save the form, then reopen and complete with Adobe reader.



For first use in 2018 assessment

EE/RPPF

Extended essay - Reflections on planning and progress form

Supervisor name: <input style="width: 90%;" type="text"/>	Session: <input style="width: 90%;" type="text"/>
Candidate name: <input style="width: 90%;" type="text"/>	Candidate session number: <input style="width: 90%;" type="text"/>
School number: <input style="width: 90%;" type="text"/>	School name: <input style="width: 90%;" type="text"/>

Candidate: From May 2018, please refer to the 'Extended Essay Student Guide' when completing this form. This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must sign and date this form.

Reflections on planning and progress	Candidate comments	Date	Supervisor initials
First reflection session:			
Interim reflection:			
Final reflection - Viva voce:			

Please turn over

Supervisor comments:

Candidate's declaration

This declaration must be signed by the candidate; otherwise a grade may not be issued.

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

Candidate's signature:

Date:

Supervisor's declaration

This declaration must be signed by the supervisor; otherwise a grade may not be issued.

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent hours with the candidate discussing the progress of the extended essay.

Supervisor's signature:

Date:

Appendix ii
Extended Essay Proposal Template

Research Working Title/question	
Theoretical framework (please provide specific reference to the subject area)	
Methodology	
Primary Research tools	
Secondary Research tools	
Anticipated difficulties in researching	
Action plan with dates	

Appendix iii General Criteria Checklist

(Based on a version devised by Ian Dorton, chief examiner of economics for the IBO)

Note: Marks given for the general criteria constitute two-thirds of the total marks for the essay. Getting students to focus on the areas below is one of the easiest ways to improve their scores.

The majority of the points below are pertinent to all Extended Essay programmes. The IBO does not stipulate any one system of referencing sources. Points 6 and 9, however, have been included to reinforce the fact that a school needs its own consistent system of referencing.

Point	Action	Check
1	Is the essay within 4000 words	
2	Is there a contents page?	
3	Are all pages numbered?	
4	Are all diagrams, charts, maps and graphs indexed and labeled and sources referenced where applicable?	
5	Are all necessary terms defined/explained?	
6	Are your references cited consistently and correctly?	
7	Does the bibliography specify author(s), title, date of publication and publisher for every reference and is in alphabetical order?	
8	Are the bibliography sources cited consistently and correctly?	
9	If an appendix is used, does it contain only relevant information?	
10	Are all references to the appendix clearly cross-referenced and labelled?	
11	Does your title page contain an actual title?	
12	Is the research question stated on the title page?	
13	Is your research question stated, and in bold, in the introduction and worded exactly the same as it is on the title page?	

14	Does your conclusion address unresolved questions and suggest why there needs to be more research?	
15	Does your conclusion address new questions that have emerged as a result of your research?	
16.	Have you completed the three mandatory reflection sessions, filled out the form and had it signed by your supervisor?	

Appendix iv

Command terms with definitions

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Analyse	Break down in order to bring out the essential elements or structure.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	Give a detailed account.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Identify	Provide an answer from a number of possibilities.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Acknowledgements for this guide.

Based upon on an EE guide from IB publications.

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/toc.html?doc=d_0_eeyyy_gui_1602_1_e