Class of 2019 Extended Essay Detailed Timeline

- Bold dates are required deadlines
- Indented dates pacing dates. You should meet these, but not hard deadlines

- Nov 2018: Introduced to the Extended Essay
- Jan 11, 2019: Turn in student/parent contract and EE Scavenger Hunt
- Jan 14: Submit proposed subject and topic on Google Form
- Feb 11: Submit updated proposed subject, topic on Google form

- March 1: Supervisor are assigned and students are notified of approved Subject and Topic
- March 15: First informal meeting with Supervisor Due Date – Informal meeting with Supervisor. Discuss Subject Area and begin narrowing your topic. Discuss research question process and your initial thoughts on your research question. (Submit RSS Entry on ManageBac with contents of Informal Meeting)
- March 15-May 3: You will need to do research. Finalize a specific research question. Check in with Supervisor with the development of your Research Question

- May 10: Initial Required Mandatory Supervisor Meeting Due Date - Initial Mandatory RPPF Meeting
Review the Initial Meeting prep on WPHS EE Website: http://wphsib.weebly.com/supervisor-resources.html
Verify Research Question with Supervisor
(Submit Mandatory RPPF Reflection on ManageBac on your Planning and Progress Form)
(Submit initial outline and annotated Bibliography by adding to EE Document on ManageBac on your EE Worksheet page)

- May and the Summer: Continue your research and work on completing your First draft, including table of contents and works cited. Know that any significant changes in your research question MUST be reapproved by your supervisor and Mr. Blackmon before you move forward.

- Aug 12: Welcome Back Cats
First Draft Due Date – The first draft is supposed to be as close to a finished product as possible. Theoretically, it could be the final copy. It should include, in the following order: title page, table of contents, body of paper, works cited and appendix (if necessary). Your First Draft should show evidence of completed research and investigation into topic. (Submit Digital Copy of First Draft on ManageBac under the deadline on the calendar)

***If you have not completed your First draft by this date, you will need to come into school during this week to finish your ROUGH draft before the first day of school.

- Aug 26: Second informal meeting with Supervisor Due Date – Discuss progress of your First draft, and the direction of your research in respect to your Research Question. Verify you are still on track with your Subject, Topic, Research Question, research, outline, work cited, and First draft. Supervisor is not expected to read your First draft
(Submit RSS Entry on ManageBac with contents of Informal Meeting)

- Sept 16: Second Draft Due Date - The 2nd DRAFT should be as close to the completed product as possible. Your EE Supervisor WILL read this 2nd DRAFT and will be the topic of discussion in your Interim Reflection Meeting
(Hard copy must be turned into Ms. Close by 7:25am)
(Submit Digital Copy of First Draft on ManageBac under the deadline on the calendar)

- Oct 21: Interim Mandatory Supervisor Meeting Due Date - Interim Mandatory RPPF Meeting
Review the Interim Meeting prep document on WPHS EE Website: http://wphsib.weebly.com/supervisor-resources.html
Schedule your Interim Required meeting with your Supervisor before the deadline.
You will meet with your supervisor and go over suggested revisions.
Review your Turnitin.com Originality Report on ManageBac
Remember that the supervisor is not allowed to edit your paper; they are there to guide you and discuss areas you need to look at.
It is highly suggested that you take your own printed copy of your EE and mark it up as you go over your EE with your supervisor.
Pay close attention to issues related to citation and subject as they can both cause failing conditions for your paper and/or risk your diploma.
(Submit Mandatory Interim RPPF Reflection on ManageBac on your Planning and Progress Form)

➢ Dec 2
Final Extended Essay Due Date - Seniors turn in one final printed copy and one electronic copy of the paper before 1st period!
The printed copy is turned in to Ms. Close in the IB office Room 261.
The Digital Copy must be submitted on ManageBac under the deadline on the calendar.
You must have done both to meet the deadline.
Some EE supervisors may ask you to give them a second printed copy of your paper with the changes you have made since the 2nd Draft and this final draft, HIGHLIGHTED.
If a final version of the essay has not been turned in to Ms. Close and uploaded by this Jan 14 deadline, the student will need to choose after school detention and/or Saturday School until the paper is completed and turned in.
(Hard copy must be turned into Ms. Close by 7:25am)
(Hard copy must be turned into your EE Supervisor)
(Submit Digital Copy of Final Extended Essay on ManageBac under the deadline on the calendar)

➢ Dec 20
Final Mandatory Supervisor Meeting Due Date – Viva Voce – This will be our official FINAL MANDATORY REFLECTION MEETING for the RPPF.
Review the Final Meeting prep document on WPHS EE Website: http://wphsib.weebly.com/supervisor-resources.html
Contact your EE supervisor to set up an appointment for your last reflection meeting.
It is your last conversation with your supervisor before they validate your work for IB World.
If you do not meet with them for your Viva Voce, your paper cannot be validated and will not be sent for grading.
Following the viva voce, complete and submit your final reflection for this meeting on ManageBac on your Planning and Progress form.
Your RPPF should now be completed.
The supervisor adds the final comment to authenticate the process by signing and dating.
A blank or un-submitted RPPF will score a 0 for criterion E.
(Submit Mandatory Final RPPF Reflection on ManageBac on Planning and Progress Form)

** All needed resources can be found on the WPHS IB Resource Page - http://wphsib.weebly.com
** Link can be found on the WPHS School website under “Academics” and the IB pages
** All Informal and RPPF entries are made on your ManageBac account
THE EXTENDED ESSAY AT WINTER PARK HIGH SCHOOL

One of the requirements for the IB diploma is that you complete an extended essay of no more than 4,000 words. You may write your essay in any of the IB subject areas listed on pg. 9 of this handbook. It is possible to choose a topic that is not included in the list, however, it is not recommended. The past has demonstrated that those who choose to write the extended essay in a subject that is not being studied as part of the Diploma Program often leads to lower marks. However, if you decide you still wish to do this, you must get a written agreement from a faculty member with expertise in the field about which you wish to write.

You will be assigned a supervisor to help you along your way.

STUDENT RESPONSIBILITY

The extended essay is a student responsibility. Teachers are allowed to give minimum support. You are expected to work independently and assume responsibility for contacting your supervisor. In this booklet, you will find a list of deadlines and the general guidelines of the essay.

THE EXTENDED ESSAY AT A GLANCE

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 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
- A student must achieve a D grade or higher to be awarded the IB 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.
- 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.
THE NATURE OF THE EXTENDED ESSAY

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Such topics can range from focused, in-depth analyses of specific elements of a subject to critically evaluating responses to issues of global significance in the case of the world studies extended essay. Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.

Students complete an extended essay in a specific discipline or in one of the interdisciplinary options available. In a disciplinary essay student must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. Students who choose a world studies extended essay must demonstrate how their understanding of an issue of contemporary global significance is enhanced by taking an interdisciplinary approach.

An important aim of the extended essay, as part of the Diploma Programme core is to support and be supported by the academic disciplines. Whichever subject is chosen, the extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence and constructing reasoned arguments. In undertaking the extended essay students model many of the elements of academic research by locating their topic within a broader disciplinary context, or issue in the case of a world studies extended essay, justifying the relevance of their research and critically evaluating the overall strength of the arguments made and sources used. Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

Embedded within the process of writing the extended essay are many elements of the approaches to learning (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience. The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

POLICIES RELEVANT TO THE EXTENDED ESSAY

All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

AIMS OF THE EXTENDED ESSAY

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.
OBJECTIVES OF THE EXTENDED ESSAY

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

Knowledge and understanding

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

Application and analysis

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

Synthesis and evaluation

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

A variety of (research) skills

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

Why is the Extended Essay so important?

You can earn up to 3 points for your IB Diploma from your Extended Essay and TOK paper as this chart shows.

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<thead>
<tr>
<th>TeoKEE</th>
<th>A</th>
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<td>A</td>
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<td>Failing condition</td>
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Please note that a failing grade on the extended essay, being accused of academic dishonesty, or failing to turn in an extended essay will result in failing to earn an IB diploma no matter how high your test scores may be.
Reflection in the extended essay:

- Reflection in the extended essay focuses on the student’s progress during the planning, research and writing process. It is intended to help students with the development of their extended essay as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.

- The emphasis in the extended essay is on **process** reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.

- Students will be encouraged to informally reflect throughout the experience of researching and writing the extended essay, but are required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections on planning and progress form.
REFLECTIONS 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. 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 challenges 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 (RPPF) and is explicitly assessed under assessment criterion E (engagement).

The RPPF will be explained in detail later in this document.

SUPPORTING THE EXTENDED ESSAY

The Supervisor

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

The supervisor plays an important role in helping students to plan and undertake their research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their 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.

It is the responsibility of the supervisor to ensure that students 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.
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. 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.

The Student

As the extended essay is an important component of the Diploma Programme, and a substantial piece of work, students need to ensure that they understand the expectations of the task and manage their time and workload effectively. The following suggestions are given as guidance to help with the process. Students are strongly recommended to:

- develop a Researcher’s reflection space as a planning tool
- use the Researcher’s reflection space to prepare for reflection sessions
- share excerpts from the Researcher’s reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher’s reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

The Supervision Process

In order for students to be successful in the completion of the extended essay, the process needs to be structured and must incorporate a supervision process of 3–5 recommended hours to include three formal reflection sessions between the student and the supervisor as well as supervision sessions called check-in sessions.

The recording of reflections on the Reflections on planning and progress form is mandatory and must be submitted with the completed extended essay for assessment under criterion E (engagement).

Students must check-in with their supervisors on a regular basis in order to meet the time requirement.
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<tr>
<th>Do:</th>
<th>Do not:</th>
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<tr>
<td>choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality</td>
<td>choose a topic or research question that you have seen in exemplars and that have been done too many times before</td>
</tr>
<tr>
<td>develop a Researcher’s reflection space that will facilitate planning and preparation for reflection sessions</td>
<td>overlook the importance of planning and how this can contribute to success in your extended essay</td>
</tr>
<tr>
<td>make the most of your supervisor’s availability to guide you in the process</td>
<td>try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.</td>
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<tr>
<td>prepare for reflection sessions appropriately</td>
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<tr>
<td>meet all internal deadlines</td>
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<tr>
<td>maintain a reference list as you work</td>
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<tr>
<td>familiarize yourself with relevant policies.</td>
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RESEARCHER'S REFLECTION SPACE (RRS)

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. For those students who have completed the Middle Years Programme, the researcher's reflection space (RRS) can be compared to the process journal. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

The Nature of the RRS

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. It supports learning, thinking, critical analysis and evaluation, and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students are able to record reflections on what they are reading, writing and thinking. The use of the RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students’ subject areas, TOK classes or other aspects of the Diploma Programme
- create MindMaps
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

The role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the development of approaches to learning skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision process more meaningful.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and Reflections on planning and progress form. Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.
The Student–Supervisor relationship

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

<table>
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<tr>
<th>Reflection session</th>
<th>Description</th>
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<tr>
<td>The first reflection session</td>
<td>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. 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.</td>
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<tr>
<td>The interim reflection session</td>
<td>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. 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.</td>
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<tr>
<td>The final reflection session—viva voce</td>
<td>During the viva voce, 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 viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor’s report.</td>
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Tip

While use of the RRS is not mandated, the IB considers the development of the RRS an essential element of good reflective practice as it will help the student to not only scaffold the extended essay process but also to build skills which transcend the task itself and prepare the student for university study and beyond.

A well-used RRS will aid the reflection sessions students have with their supervisor, as elements of it can be used to stimulate and inform discussion. This will help students to move towards a more evaluative understanding of the research process and the choices they make as part of this.

Finally, the RRS will contribute to a richer and more personally rewarding experience with the extended essay overall.
GENERAL GUIDELINES

The Choice of Subject
The subject in which the extended essay is registered must be chosen from the following list of available subjects.

It is advisable to choose the subject for the extended essay before deciding what the topic or research question of the extended essay will be. Since the IB specifies the range of permitted subjects, certain topics may not be appropriate for an extended essay.

Students should also base the choice of subject on the level of personal interest they have in that subject.

Possible Subject Areas for Extended Essays

Students may choose to complete an essay in any ONE of these areas. Since the objective of this essay does not include an integration of subject areas, the information presented in the essay should be confined to only one category.

Subjects that we teach at WPHS
- English Literature (Group 1)
- Spanish/French (Group 2)
- History
- Psychology
- Economics
- Mathematics
- Music
- Theater
- Visual Arts

Subjects that require an experiment
- Biology
- Chemistry
- Physics

Subjects that require prior authorization from the IB Coordinator
- Computer Science
- Environmental Systems
- Film
- Human Rights
- Information Technology in a Global Society
- World Studies
- Politics
- World Religions

SUBJECT AREA SPECIFICS

- Your extended essay can be written in any of your chosen subjects for the IB diploma.
- You cannot write on any topic you have used for an IA or any other assignment.
- It is not recommended that students write in a subject that they have not studied in class.

Group 1: Studies in Language and Literature (English)

Globally in 2016 there were 14,430 Essays: 21% A, 32% B, 34% C, 12% D, 2% E
WPHS 2016 4 A’s, 9 B’s, 10 C’s, 1 D’s, 1 E’s

Category 1 – Literacy Analysis: Analyze a literary work (or works) originally written in English with a major emphasis on literary analysis and criticism.
Category 2 – Literacy Analysis: Analyze two or more literary works where at least one was originally written in English and the other(s) were originally written in another language with a major emphasis on literary analysis and criticism.

Category 3 – Language: Studies in language- in other words, analyze how words make meaning in a close analysis of a particular text that was originally written in English. The term ‘text’ in category 3 language is defined to include a wide range of oral, written and visual materials. See the IB directions for more specifics.

**Group 2: Language Acquisition (Spanish or French)**

Globally in 2016 there were 3,617 Essays: 20% A, 30% B, 34% C, 14% D, 1% E

WPHS 2016 0

**A Group 2 Extended Essay must be written in the language in which it is registered and focused on matters related to the target culture. You do not have to be fully fluent in the language to be successful.**

Category 1- Language: A specific analysis of the language (its use, structure and so on) normally related to its cultural context or a specific text.

Category 2- Culture and Society: An analysis of a cultural nature that describes the impact of a particular issue on the form and use of the language.

Category 3-Analysis: A literary analysis of a work(s) of literature originally written in the target language.

**Group 3: Individuals and Societies**

Globally in 2016 37,301 Essays: 7.6% A, 20% B, 42% C, 27% D, 2% E

WPHS 2016 2 A's, 14 B's, 24 C's, 15 D's, 0 E's

History: In-depth research in a historical area (at least 10 years in the past) of genuine interest. The topic must focus on the human past, be worthy of study, and lend itself to systematic investigation in line with published assessment criteria. It can NOT be even remotely related to your history IA. The topic can relate to social history items like music and sports although we do not recommend it because it is very difficult to write a higher-level analysis on a more popular topic. Whatever you choose should not be trivial in nature.

Psychology: A psychology extended essay should be an investigative, analytical argument on a topic in psychology of genuine interest. This is not an experimental paper and data collection is not appropriate at all. Students must have taken psychology this year to write a psychology extended essay.

World Studies: An extended essay in world studies provides students with an opportunity to undertake an in-depth, interdisciplinary study of an issue of contemporary global significance.

**Group 4: Sciences**

Globally in 2016 11,771 Essays: 8% A, 22% B, 41% C, 25% D, 28% E

WPHS May 2016 1 A's, 0 B's, 0 C's, 0 D's, 0 E's

Biology: A biology extended essay should incorporate biological theory and emphasize the essential nature of the subject. Essays in biology may be based on data collected by the student or information obtained from literature, ideally from primary sources, and manipulated or analyzed in an original way by the student.

Chemistry: A chemistry extended essay has a clear chemical emphasis. The essay may be based on literature, theoretical models or experimental data, but students are strongly encouraged to undertake experimental work as part of their research.
Physics: An extended essay in physics should have a basis in physical theory and emphasize the essential nature of the subject. The student must be personally involved with the subject matter and not be simply an informant. Essays in physics may be based on data collected by the student or information obtained from literature, ideally from primary sources, and manipulated or analyzed in an original way by the student.

Group 6: The Arts

Globally in 2016 5,103 Essays: 19% A, 25% B, 36% C, 18% D, 1% E
WPHS May 2016 2 A's, 5 B's, 5 C's, 3 D's, 0

Music: An extended essay in music provides students with an opportunity to undertake in-depth research into a topic of genuine interest to them that is distinctively musical. *Real music* should be at the heart of an extended essay in music. This means that particular pieces of music should be chosen as the core focus of the essay. Students should strive for a coherent verbal analysis and interpretation of one or more pieces of music in relation to the chosen research question.

Visual Arts: A visual arts extended essay will be a structured piece of writing that addresses a particular issue or research question appropriate to the visual arts (broadly defined also to include architecture, design and contemporary forms of visual culture).
### THE RESEARCH AND WRITING PROCESS

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).</td>
</tr>
<tr>
<td>2.</td>
<td>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 those relating to animal experiments.</td>
</tr>
<tr>
<td>3.</td>
<td>Set up the Researcher’s reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.</td>
</tr>
<tr>
<td>4.</td>
<td>Choose a topic and undertake some background reading on it.</td>
</tr>
<tr>
<td>5.</td>
<td>Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.</td>
</tr>
<tr>
<td>6.</td>
<td>Draw up an outline plan for the research and writing process. This should include a timeline.</td>
</tr>
<tr>
<td>7.</td>
<td>Begin to identify how and where they will gather source material for their research.</td>
</tr>
<tr>
<td>8.</td>
<td>Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.</td>
</tr>
<tr>
<td>9.</td>
<td>Set deadlines for themselves that are realistic and take into consideration the school’s own internal deadlines.</td>
</tr>
<tr>
<td>10.</td>
<td>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.</td>
</tr>
<tr>
<td>11.</td>
<td>Undertake some preparatory reading in light of the proposed research question. If students 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: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 1, 2 or 1, and choose a new research question that can be answered.</td>
</tr>
<tr>
<td>12.</td>
<td>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 students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.</td>
</tr>
</tbody>
</table>
5 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.

d. Sample research questions

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.

<table>
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<tr>
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<th>Clear, focused, narrow research questions lending themselves to in-depth research</th>
</tr>
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<td>What was the impact of Ho Chi Minh's allegiance to Lenin?</td>
<td>To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1929?</td>
</tr>
<tr>
<td>What is the history of Chinese theatre?</td>
<td>How does the legacy of Mei Lanfang contribute to modern Jingju?</td>
</tr>
<tr>
<td>How important is chlorophyll to plant life?</td>
<td>What is the affect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?</td>
</tr>
<tr>
<td>How can the US government's spending policy be reformed?</td>
<td>To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–18?</td>
</tr>
</tbody>
</table>
An important note: A research question that is unclear or too broad will result in a narrative overview of the issue or event being discussed and provide little scope for analysis and reasoned argument. The result of this is that examiners will not be able to apply the range of marks available in the assessment criteria, particularly in relation to criterion C (critical thinking).

Sample Research Questions

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.

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Planning the research of your Extended Essay

When searching for resources/sources it is important to proceed systematically and to consider a few questions even before starting the actual search. A subject specific search can be divided into five steps.

1. Determining extent: How extensively do you intend to search? Do you need only a few articles or do you have to review the relevant literature as comprehensively as possible, e.g. for a doctoral thesis? Do you need primarily basic reference works or highly topical research literature?

2. Choosing a research tool: Depending on the extent of literature needed, the research tools you should use differ. In order to find basic works or specialized dictionaries, library catalogues are sufficient. If you need extensive collections of articles, however, you will have to search in subject bibliographies and/or article databases.

3. Analyzing the subject: Theses often have very extensive titles. What are the core aspects of your subject? What criteria must your literature conform to? Which subjects do the articles and books have to cover? Which terms have to occur compulsory? Which single terms are thus suited for your search, which expressions represent individual keywords of your subject?
4. Developing a search strategy grid: Based on your subject you have determined the relevant keywords (step 3), which you will now insert in columns of their own. The interfaces of some databases are in other languages; thus, an initial step is to transfer the keywords into the correct language. Possibly your field employs multiple terms to denote a single keyword. Because of this, you should find as many synonyms as possible – specialized dictionaries, thesauri and relevant literature can help you with this.

5. Evaluating results: Normally, the method presented above results in a manageable number of results, which you can subsequently examine for relevance. The following problems may, nevertheless, occur:

a. no or not enough results – possible solutions:
   i. control your input for typos/alternative spellings
   ii. try to find a better/alternative search term (using indices if necessary)
   iii. use more general search terms
   iv. leave out a less important keywords
   v. select a different literature database for your search

b. too many results – possible solutions:
   i. use more specific search terms
   ii. find additional aspects
   iii. confine the results set using formal criteria (e.g. show only articles of the last decade, restrict to review articles, restrict to a single language – but please be aware that you might lose important items this way)

Structure of the Extended Essay

- The research process
  - Choose your subject
  - Choose your topic
  - Formulate a clear and focused research question
  - Plan the investigation and writing process
    - Identify how and where you will gather the materials
    - Identify which system of academic referencing you will use
  - Plan a structure (outline headings) for the essay
  - Undertake some preparatory reading
  - Carry out the investigation

- Writing the essay
  - The structure of the essay is extremely important. There are required elements given in the “Formal presentation of the essay” (the order given here is not necessarily the order in which they should be written)
  - There are six required elements of the final work to be submitted. More details about each element are given in the “Presentation” section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.
  - Six required elements of the extended essay:
    - Title page
    - Contents page
    - Introduction
    - Body (development/methods/results)
    - Conclusion
    - References and bibliography
  - The main body of the essay should be presented in a form of a reasoned argument. It should be clear to the reader what relevant evidence has been discovered, where it has been discovered and how it supports the argument.
  - Once this is finished you will need to go back and revise your introduction and the conclusion.

- Formal presentation of the essay
  - The essay should be written in a clear, correct formal academic style, appropriate to the subject from which the topic is drawn.
o The upper limit is 4000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion, quotations, footnotes and/or endnotes that are not references, but does not include:

- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical or numbered) Footnotes or endnotes
- The bibliography
- The Reflections on planning and progress form

o 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.

o Please refer to the following guidance on what content should be included in the word count:

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

- **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.
  - **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 content page must be provided at the beginning of the essay and all pages numbered. An index is not required.

- **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.

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

Conclusion

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

Illustrations

If included, must be well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease. All such material incorporated must be directly related to the text and acknowledged where appropriate.

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.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case 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. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

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

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

Bibliography, references, and citations

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 references.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice.

Appendices will not be read by the examiner and should be avoided except when

- 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 3 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 and analysis or conclusion).

Format

- Font type: Arial
- Font size: 12
- Spacing: Double
- Pagination: Numbered pages
- Indentation: First paragraph of every topic is not indented: however, in succeeding paragraphs indentation is applied.
What to avoid

- Forget to analyse the research question
- Ignore the assessment criteria
- Collect material irrelevant to the research question
- Use the internet uncritically
- Plagiarize
- Not use evidence to support the argument
- Repeat the introduction in the conclusion
- Cite sources that are not used

Viva Voce (concluding interview)

- This is a short interview between the student and the supervisor. It is complete at the conclusion of the extended essay process.
- Should be 20-30 minutes in length
- Helpful for the supervisor in writing the Final Supervisor’s Comments, which is sent in with the extended essay.
- It is to reflect on the process and what has been learned.

Academic Honesty

The Diploma Programme prides itself on promoting high standards of academic honesty.

Academic honesty in the Diploma Programme is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—must be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, 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.
### RPPF and the THREE MANDATORY REFLECTION SESSIONS

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initial reflection session takes place.</td>
</tr>
<tr>
<td>2</td>
<td>Student is given a fixed time period in which to complete their first reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.</td>
</tr>
<tr>
<td>3</td>
<td>Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.</td>
</tr>
<tr>
<td>4</td>
<td>Interim reflection session takes place.</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.</td>
</tr>
<tr>
<td>7</td>
<td>Student submits to the supervisor the completed, final version of their extended essay, ready for submission to the IB. Once this is done, the essay is no longer available to the students and no changes are permitted. The supervisor is responsible for ensuring that no changes are made after that point if the school allows candidate uploads.</td>
</tr>
<tr>
<td>8</td>
<td>The supervisor reads the essay and then arranges for the final reflection session, the <em>viva voce</em>, to take place.</td>
</tr>
<tr>
<td>9</td>
<td>The <em>viva voce</em> takes place.</td>
</tr>
<tr>
<td>10</td>
<td>Students complete their RPPF by adding their final summative comments, sign and date the form before passing it to their supervisor.</td>
</tr>
<tr>
<td>11</td>
<td>The supervisor uploads the form on behalf of the student into the e-coursework system and adds their summative comment.</td>
</tr>
<tr>
<td>12</td>
<td>The supervisor then submits both the mandatory items—the essay and the RPPF—to the IB for assessment as one portfolio.</td>
</tr>
</tbody>
</table>
There are three mandatory reflection sessions that are a formal part of the extended essay and should be recorded on the Reflections on planning and progress form (RPPF).

Following each of these three reflection meeting sessions, students are required to complete the relevant comment section on the RPPF and submit it to their supervisor (upload/submit it to ManageBac). The supervisor must then sign and date the form and after the final reflection session, the viva voce, add their own comment. For more information on the protocols for completing and submitting the Reflections on planning and progress form please see below.

Following the completion of all three sessions, the form will be submitted to the International Baccalaureate along with the completed extended essay. An incomplete form will impact the examiner’s ability to apply assessment criterion E (engagement) [SEE criteria information BELOW] and will result in the student receiving a lower mark for this criterion. In fact, a blank or un-submitted RPPF will score a 0 for criterion E.

First Formal Initial Reflection Session

This initial reflection session should be a dialogue between the student and the supervisor based on the student’s initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their 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 the student’s ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student’s working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

The Interim Reflection Session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:
- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:
- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

Commenting on a draft version of the extended essay

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission. 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. THIS WILL HAPPEN AFTER THE 2nd DRAFT IS SUBMITTED AND DURING YOUR INTERIM REFLECTION MEETING.
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.

Preparation for the Final Reflection Session *(viva voce)*
Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.
Students should bring the following to this session:
- extracts from their RRS that illustrate how they have grown as learners through the process of reflection
- a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.

Final Reflection Session *(viva voce)*
The *viva voce* is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. 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 the student has uploaded the final version of their extended essay to the IB for assessment. At this point in the process no further changes can be made to the essay. The *viva voce* is a celebration of the completion of the essay and a reflection on what the student has learned from the process.
The viva voce is:
- an opportunity to ask the student a variety of open-ended questions to elicit holistic evidence for the supervisor to confirm the authenticity of the student's ideas and sources
- an opportunity to reflect on successes and difficulties 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 the student.

In conducting the viva voce and writing their comments on the Reflections on planning and progress form, supervisors should bear 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; the student's comments; and the supervisor's overall impression of the student's 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 the student is able to demonstrate what has been learned as a result of this process or the skills developed.
- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's 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 should investigate thoroughly. No essay should be authenticated if the supervisor believes the student 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 for students.

Authenticating student work

All extended essays submitted to the IB for assessment must be authenticated by the student and supervisor and must not include any known instances of suspected or confirmed academic misconduct. All students and supervisors must confirm the authenticity of the work submitted when uploading work to the e-coursework system. Once a student has uploaded the final version of their extended essay to the e-coursework system for assessment, and confirmed the authenticity of it, it is submitted via the system to their supervisor. At this point the supervisor must not allow any retraction of the essay by the student for modification purposes unless there has been an administrative oversight.

The Reflections on planning and progress form is given to the supervisor by the student, signed and dated, and it is the responsibility of the supervisor to upload this to the e-coursework system, add their comment and authenticate it before submitting it to the IB with the already uploaded essay as one portfolio. Further guidance on this is given in the section “Protocols for completing and submitting the Reflections on planning and progress form”.

It is extremely important that supervisors are able to confirm that they have followed the guidance for monitoring the student’s work throughout the process and can, to the best of their knowledge, confirm the authenticity of the work upon final submission.

If the supervisor is unable to confirm the authenticity of the work this must be brought to the attention of the Diploma Programme 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 this publication 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 prevent plagiarism.

It is the responsibility of the supervisors to ensure that all students understand the basic meaning and significance of concepts relating to academic honesty, especially authenticity and intellectual property. Supervisors must ensure that all student work to be assessed is prepared according to the stated requirements and must explain clearly to students 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 assessment component.

ASSESSMENT OF EXTENDED ESSAYS

Use of Assessment Criteria

All extended essays are externally assessed by examiners appointed by the IB. All extended essays are marked on a scale from 0 to 36. Only whole numbers should be used, not partial points such as fractions or decimals. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements. See the following “Award of diploma points” section for further details.

The band descriptors are:

A Work of an **excellent** standard
B Work of a **good** standard
C Work of a **satisfactory** standard
D Work of a **mediocre** standard
E Work of an **elementary** standard

Award of diploma points – overall IB diploma Score

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student’s performance in each of the extended essay and theory of knowledge will fall into one of the five bands described previously.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

**PLEASE KEEP THESE CRITERIA IN MIND WHEN WRITING YOUR ESSAY:**

• Your EE is assessed on the basis of 5 criteria (A-E)
• Assessment is based on both summative criteria (A, B, C, D) and a formative one (E).
• Criteria A, B, C, D measure the result of your EE, how good the academic standard of your EE is against certain mark bands.
• Criterion E deals with and measures your engagement. It is about how you undertake (have undertaken) the whole EE process and how well you reflect on your own learning outcome; it is about your challenges and
successes in the process, your ability to be flexible, alter research question - if necessary – and it measures your self-management skills, your ability to follow plans and deadlines.

- Criterion E may represent 18% of the total score for your EE

### The Extended Essay Assessment Criteria

<table>
<thead>
<tr>
<th>Criterion A: focus and method</th>
<th>Criterion B: knowledge and understanding</th>
<th>Criterion C: critical thinking</th>
<th>Criterion D: presentation</th>
<th>Criterion E: engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Context</td>
<td>Research</td>
<td>Structure</td>
<td>Process</td>
</tr>
<tr>
<td>Research question</td>
<td>Subject-specific terminology and concepts</td>
<td>Analysis</td>
<td>Layout</td>
<td>Research focus</td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
<td>Discussion and evaluation</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>Marks</th>
<th>Marks</th>
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<th>Marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

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.)

**Unpacking the Criterion**

1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness.
   a. How well does the research paper identify and communicate the chosen topic?
2. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question.
   a. Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task?
   b. Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area?
   c. Is the focus of the research question maintained throughout the essay?
3. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.
   a. Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit?
4. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. There is no consideration of the research question as such.
<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | The topic is communicated unclearly and incompletely.  
  • Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.  
  The research question is stated but not clearly expressed or too broad.  
  • The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.  
  • The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.  
  Methodology of the research is limited.                                                                                                                                                                         |
| 3–4   | The topic is communicated.  
  • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.  
  The research question is clearly stated but only partially focused.  
  • The research question is clear but the discussion in the essay is only partially focused and connected to the research question.  
  Methodology of the research is mostly complete.  
  • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.  
  • There is some evidence that their selection(s) was informed.  
  • 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. |
| 5–6   | The topic is communicated accurately and effectively.  
  • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.  
  The research question is clearly stated and focused.  
  • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.  
  Methodology of the research is complete.  
  • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.  
  • There is evidence of effective and informed selection of sources and/or methods. |

**Advice for students**

The table below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

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

**Unpacking the Criterion**

1. The research question being investigated is put into the context of the subject/discipline/issue.
   - Demonstration of the appropriate and relevant selection and application of the sources is identified.
2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology.
   - The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed.
3. Sources/methods are assessed here in terms of their appropriateness to the research question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Knowledge and understanding is limited.</td>
</tr>
<tr>
<td></td>
<td>- The selection of source material has limited relevance and is only partially appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</td>
</tr>
<tr>
<td></td>
<td>Use of terminology and concepts is unclear and limited.</td>
</tr>
<tr>
<td></td>
<td>- Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</td>
</tr>
<tr>
<td>3–4</td>
<td>Knowledge and understanding is good.</td>
</tr>
<tr>
<td></td>
<td>- The selection of source material is mostly relevant and appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.</td>
</tr>
<tr>
<td></td>
<td>Use of terminology and concepts is adequate.</td>
</tr>
<tr>
<td></td>
<td>- The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td>5–6</td>
<td>Knowledge and understanding is excellent.</td>
</tr>
<tr>
<td></td>
<td>- The selection of source materials is clearly relevant and appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</td>
</tr>
<tr>
<td></td>
<td>Use of terminology and concepts is good.</td>
</tr>
<tr>
<td></td>
<td>- The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</td>
</tr>
</tbody>
</table>

**Advice for students**

The table below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

- Have you explained how your research question relates to a specific subject you selected for the extended essay?
- Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?
- Is it clear that the sources you are using are relevant and appropriate to your research question?
- Do you have a range of sources, or have you only relied on one particular type, for example internet sources?
- Is there a reason why you might not have a range? Is this justified?
**Criterion C: Critical Thinking**
This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

**Unpacking the Criterion**
1. The selection and application of the research presented is relevant and appropriate to the research question.
2. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented.
3. The analysis of the research is effective and focused on the research question.
4. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question.
5. There is a critical evaluation of the arguments presented in the essay.
6. Unlikely or unexpected outcomes can also demonstrate critical thinking.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–3   | The research is limited.  
|       | • The research presented is limited and its application is not clearly relevant to the RQ. Analysis is limited.  
|       | • There is limited analysis.  
|       | • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.  
|       | Discussion/evaluation is limited.  
|       | • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.  
|       | • The construction of an argument is unclear and/or incoherent in structure hindering understanding.  
|       | • Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.  
|       | • There is an attempt to evaluate the research, but this is superficial. |
| 4–6   | The research is adequate.  
|       | • Some research presented is appropriate and its application is partially relevant to the Research question. Analysis is adequate.  
|       | • There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.  
|       | • Any conclusions to individual points of analysis are only partially supported by the evidence. Discussion/evaluation is adequate.  
|       | • An argument explains the research but the reasoning contains inconsistencies.  
|       | • The argument may lack clarity and coherence but this does not significantly hinder understanding.  
|       | • Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. |
| 7–9   | The research is good.  
|       | • The majority of the research is appropriate and its application is clearly relevant to the research question. Analysis is good.  
|       | • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis.  
|       | • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.  
|       | Discussion/evaluation is good.  
|       | • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.  
|       | • This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall
The research is excellent.
- The research is appropriate to the research question and its application is consistently relevant.

Analysis is excellent.
- The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.
- Conclusions to individual points of analysis are effectively supported by the evidence.

Discussion/evaluation is excellent.
- An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.
- This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.
- The research has been critically evaluated
- conclusion reflective of the evidence presented.

Advice for students
The list below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

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

The extended essay has not exceeded the maximum word limit.

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.

Unpacking the Criterion-

1. Structure: the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. (Examiners, supervisors and students are advised to check the guidance given in the Extended essay guide for the relevant subject.)

2. Layout: title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labeled) and quotations, bibliography and referencing.
   - The referencing system should be correctly and consistently applied and should contain the minimum information as detailed in the Extended essay guide. (If referencing does not meet this minimum standard work should be considered as a case of possible academic misconduct).
   - The extended essay has not exceeded the maximum word limit. (If the essay exceeds 4,000 words, examiners should not read or assess beyond the maximum 4,000-word limit. Students who exceed the word limit will compromise the assessment of their extended essay 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, any analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria).

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Presentation is acceptable.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- Some layout considerations may be missing or applied incorrectly.</td>
</tr>
<tr>
<td></td>
<td>- Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</td>
</tr>
<tr>
<td>3–4</td>
<td>Presentation is good.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- Layout considerations are present and applied correctly.</td>
</tr>
<tr>
<td></td>
<td>- The structure and layout support the reading, understanding and evaluation of the extended essay.</td>
</tr>
</tbody>
</table>

Advice for students

The table below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

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

**Unpacking the Criterion**

- Engagement with the process: the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices.
- Engagement with their research focus: an insight into the student’s thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student’s engagement reflected?

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Engagement is limited.</td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are mostly descriptive.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</td>
</tr>
<tr>
<td>3–4</td>
<td>Engagement is good.</td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</td>
</tr>
<tr>
<td>5–6</td>
<td>Engagement is excellent.</td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to setbacks experienced in the research process.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a high degree of intellectual and personal engagement with the</td>
</tr>
</tbody>
</table>

**Advice for students**

The table below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

- Have you demonstrated your engagement with your research topic and the research process?
- Have you highlighted challenges you faced and how you overcame them?
- Will the examiner get a sense of your intellectual and skills development?
- Will the examiner get a sense of your creativity and intellectual initiative?
- Will the examiner get a sense of how you responded to actions and ideas in the research process?
Assessment grade descriptors for the extended essay - Effective May 2018

Grade descriptors

The extended essay is externally assessed, and as such, supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors are what will be used by senior examiners to set the boundaries for the extended essay in May 2018, and so schools are advised to use them in the same way.

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 analyzed; 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.
Class of 2019 Extended Essay Detailed Timeline

- **Bold dates are required deadlines**
- **Indented dates pacing dates. You should meet these, but not hard deadlines**

- Nov 2018
  - Introduced to the Extended Essay

- Jan 11, 2019
  - Turn in student/parent contract and EE Scavenger Hunt

- Jan 14
  - Submit proposed subject and topic on Google Form

- Feb 11
  - Submit updated proposed subject, topic on Google form

- March 1
  - Supervisor are assigned and students are notified of approved Subject and Topic

- March 15
  - First informal meeting with Supervisor
  - Due Date – Informal meeting with Supervisor. Discuss Subject Area and begin narrowing your topic. Discuss research question process and your initial thoughts on your research question
  - (Submit RSS Entry on ManageBac with contents of Informal Meeting)

- March 15-May 3
  - You will need to do research. Finalize a specific research question. Check in with Supervisor with the development of your Research Question

- May 10
  - Initial Required Mandatory Supervisor Meeting Due Date – Initial Mandatory RPPF Meeting
  - Review the Initial Meeting prep on WPHS EE Website: [http://wphsib.weebly.com/supervisor-resources.html](http://wphsib.weebly.com/supervisor-resources.html)
  - Verify Research Question with Supervisor
  - (Submit Mandatory RPPF Reflection on ManageBac on your Planning and Progress Form)
  - (Submit initial outline and annotated Bibliography by adding to EE Document on ManageBac on your EE Worksheet page)

- May and the Summer
  - Continue your research and work on completing your First draft, including table of contents and works cited. Know that any significant changes in your research question MUST be reapproved by your supervisor and Mr. Blackmon before you move forward.

- Aug 12
  - Welcome Back Cats
  - First Draft Due Date – The first draft is supposed to be as close to a finished product as possible. Theoretically, it could be the final copy. It should include, in the following order: title page, table of contents, body of paper, works cited and appendix (if necessary). Your First Draft should show evidence of completed research and investigation into topic.
  - (Submit Digital Copy of First Draft on ManageBac under the deadline on the calendar)

  ***If you have not completed your First draft by this date, you will need to come into school during this week to finish your ROUGH draft before the first day of school.***

- Aug 26
  - Second informal meeting with Supervisor
  - Due Date – Discuss progress of your First draft, and the direction of your research in respect to your Research Question. Verify you are still on track with your Subject, Topic, Research Question, research, outline, work cited, and First draft. Supervisor is not expected to read your First draft
  - (Submit RSS Entry on ManageBac with contents of Informal Meeting)

- Sept 16
  - Second Draft Due Date - The 2nd DRAFT should be as close to the completed product as possible. Your EE Supervisor WILL read this 2nd DRAFT and will be the topic of discussion in your Interim Reflection Meeting
  - (Hard copy must be turned into Ms. Close by 7:25am)
  - (Submit Digital Copy of First Draft on ManageBac under the deadline on the calendar)

- Oct 21
  - Interim Mandatory Supervisor Meeting Due Date - Interim Mandatory RPPF Meeting
  - Review the Interim Meeting prep document on WPHS EE Website: [http://wphsib.weebly.com/supervisor-resources.html](http://wphsib.weebly.com/supervisor-resources.html)
  - Schedule your Interim Required meeting with your Supervisor before the deadline.
  - You will meet with your supervisor and go over suggested revisions.
  - Review your Turnitin.com Originality Report on ManageBac
Remember that the supervisor is not allowed to edit your paper; they are there to guide you and discuss areas you need to look at.
It is highly suggested that you take your own printed copy of your EE and mark it up as you go over your EE with your supervisor.
Pay close attention to issues related to citation and subject as they can both cause failing conditions for your paper and/or risk your diploma.

*Submit Mandatory Interim RPPF Reflection on ManageBac on your Planning and Progress Form*

- **Dec 2**
  Final Extended Essay Due Date - Seniors turn in one final printed copy and one electronic copy of the paper before 1st period!
The printed copy is turned in to Ms. Close in the IB office Room 261.
The Digital Copy must be submitted on ManageBac under the deadline on the calendar.
  You must have done both to meet the deadline.
Some EE supervisors may ask you to give them a second printed copy of your paper with the changes you have made since the 2nd Draft and this final draft, HIGHLIGHTED.
If a final version of the essay has not been turned in to Ms. Close and uploaded by this Jan 14 deadline, the student will need to choose after school detention and/or Saturday School until the paper is completed and turned in.
  *(Hard copy must be turned into Ms. Close by 7:25am)*
  *(Hard copy must be turned into your EE Supervisor)*
  *(Submit Digital Copy of Final Extended Essay on ManageBac under the deadline on the calendar)*

- **Dec 20**
  Final Mandatory Supervisor Meeting Due Date – Viva Voce – This will be our official FINAL MANDATORY REFLECTION MEETING for the RPPF.
  Review the Final Meeting prep document on WPHS EE Website: [http://wphsib.weebly.com/supervisor-resources.html](http://wphsib.weebly.com/supervisor-resources.html)
  Contact your EE supervisor to set up an appointment for your last reflection meeting.
  It is your last conversation with your supervisor before they validate your work for IB World.
If you do not meet with them for your Viva Voce, your paper cannot be validated and will not be sent for grading.
Following the viva voce, complete and submit your final reflection for this meeting on ManageBac on your Planning and Progress form.
  Your RPPF should now be completed.
The supervisor adds the final comment to authenticate the process by signing and dating.
A blank or un-submitted RPPF will score a 0 for criterion E.
  *(Submit Mandatory Final RPPF Reflection on ManageBac on Planning and Progress Form)*
## Student Checklist – Extended Essay Assessment Criteria

### Criteria A: Focus and Method

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Topic is accurately and effectively communicated</td>
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<tr>
<td>Purpose and focus of research is clear and appropriate for topic</td>
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<tr>
<td>Research question is clearly stated and connected to the discussion in the essay</td>
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<tr>
<td>A range of relevant sources supports the topic and the research question</td>
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<tr>
<td>Methodology appropriate to the subject, topic, and research question has been utilized</td>
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### Criteria B: Knowledge and Understanding

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Selection of research sources are clearly relevant and appropriate to the subject(s), issue and research question</td>
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<td>6</td>
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<tr>
<td>For World Studies: IB subjects are relevant to and appropriately used to address the issue.</td>
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<tr>
<td>Use of subject(s) specific terminology and concepts are accurate, consistent and demonstrate knowledge and understanding of the subject(s), topic, and issue</td>
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### Criteria C: Critical Thinking

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<th>Yes</th>
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<tr>
<td>The research/evidence is multi-sourced, relevant to the research question and applied consistently throughout the essay; research has been critically evaluated</td>
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<tr>
<td>Analysis of research/evidence is effective and focused on supporting the research question</td>
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<td>12</td>
</tr>
<tr>
<td>A well-reasoned argument based on appropriate research/evidence is presented</td>
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<tr>
<td>Conclusions drawn from analyses are supported by research/evidence</td>
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<td>The argument is well structured and coherent</td>
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### Criteria D: Formal Presentation

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<tr>
<td>The structure/format of the essay clearly conforms to:</td>
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</tr>
<tr>
<td>a. IBO guidelines for electronic uploading</td>
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<tr>
<td>b. Subject specific format/structure requirements</td>
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### Criteria E: Engagement

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<tr>
<td>My reflections clearly express my thinking/evaluation on my progress, problems and decisions throughout the essay</td>
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<td></td>
<td>6</td>
</tr>
<tr>
<td>My reflections clearly demonstrate a high degree of intellectual and personal engagement with my topic</td>
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WPHS Extended Essay

Contract

Return this form, with your Scavenger Hunt Assignment to the IB office by January 11th, 2019.

Name of Candidate

As a student writing the extended essay... I understand that I have the right to:

• Have clear guidelines about the formal presentation of the extended essay and marking criteria from the extended essay coordinator
• Receive guidance and support during the research process from the extended essay coordinator and my extended essay supervisor
• Receive subject specific advice from my extended essay supervisor
• Receive verbal comments on my draft essay (but I also understand my extended essay supervisor is NOT allowed to correct or edit my work or read through it more than once).

I understand that I also have the responsibility to:

• Make and keep appointments with my extended essay supervisor
• Work around my extended essay supervisor’s schedule
• Work steadily throughout the period and keep to deadlines
• Consult my extended essay supervisor or extended essay coordinator as soon as I realize I have a problem
• Check all grammar, punctuation, spelling etc. (DON’T rely on the spellchecker)
• Avoid plagiarism and malpractice by utilizing appropriate citations
• Spend about 40 hours in total on this work.

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will adhere to the regulations and guidelines and the deadlines prescribed in the contract.

I also understand that the Extended Essay is part of the IB diploma and as such a portion of my Diploma Programme and will reflect fulfillment of the expectations listed on the timeline. Students must complete the extended essay in order to continue enrollment in the IB curriculum.

Student Signature

Parent Signature
Class of 2020 Timeline Summary

- Bold dates are required deadlines
- Indented dates with the “Check marks” are pacing dates. You should meet these, but not hard deadlines

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** All needed resources can be found on the WPHS IB Resource Page - http://wphsib.weebly.com
** Link can be found on the WPHS School website under “Academics” and the IB pages
** All Informal and RPPF entries are made on your ManageBac account