Churchville-Chili SHS
Intro to the Extended Essay

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IB learner profile

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

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

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

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Introduction to 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 course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

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

Prior learning:
The extended essay is a unique task for all DP students. Whilst no particular background is needed as a formal requirement for undertaking the extended essay, students are strongly recommended to carry out research in a subject area they are currently studying in the Diploma Programme to ensure that they have sufficient subject knowledge to complete the task. For those students completing a world studies extended essay it is also strongly recommended that they are undertaking a course of study in at least one of the subjects chosen for their essay. A familiarity with research methods would be an advantage.
The extended essay and the IB learner profile:
Approaches to learning

Thinking skills and the extended essay

In the extended essay thinking, skills play a key role, especially in terms of providing students with the opportunity to demonstrate a deeper understanding of a very specific area of research. Critical thinking and reflection skills have a central role. Working on a specific area of research and engaging with different sources of information and data, students become exposed to different and new perspectives on issues and topics.

The extended essay requires students to engage with their research in an analytical and evaluative way. Further to this, the skill of reflection, particularly in relation to the process of conducting research, is highly valued. The mandatory reflection sessions and engagement assessment criterion place a high value on the benefits structured reflection can have on a student’s learning and progress.

Through the Researcher’s reflection, space students are encouraged to reflect using a variety of different techniques, including written reflections, video diaries, blogs or MindMaps®, for example.

Communication skills and the extended essay

The extended essay requires students to demonstrate their ability to communicate on a research topic of their choice in a specific way: in an academic paper. They will need to formulate arguments clearly and coherently, as well as draft and proofread their own work.

During their supervision and reflection session’s students will develop their ability to communicate their research ideas, progress, challenges and rationale, both orally and in terms of summative reflections on their Reflections on planning and progress form.

In developing their Researcher’s reflection space students can use a range of different communication techniques to record their thoughts, ideas, progress, timelines and arguments. These may include MindMaps®, blogs, annotated articles or images. Excerpts from the reflection space may be shared with their supervisor during sessions to stimulate discussion.

Social skills and the extended essay

There are strong links between social skills and the affective skills associated with self-management, which is an important part of the extended essay experience. This is especially true given that students are managing a substantial task, not only in terms of workload and timelines, but also in terms of intellectual challenge. Providing students with a variety of strategies to help support and guide them through the extended essay will be invaluable to their success. Developing a good working relationship with their supervisor is an important part of students’ skills development in this area.

Self-management skills and the extended essay
As a substantial independent task, students undertaking an extended essay will need to identify and develop the necessary self-management skills to be successful. While support and guidance can be given from supervisors, part of the learning experience for students is to navigate their way through the extended essay independently. The benefits of the development of these skills are recognized when candidates progress to university and the workplace, and are expected to be able to manage their workloads and competing priorities.

**Research skills and the extended essay**

The extended essay is a research task providing the ideal opportunity for students to be able to demonstrate and develop their research skills. Students are able to engage in a wide variety of research depending on their choice of research topic and subject area. All students, regardless of their research area, are required to undertake a literature review which demonstrates their knowledge and understanding in context, and this requires them to be able to make informed choices about the relevancy, reliability and validity of secondary source material. Additionally, they must choose research methods and techniques appropriate and relevant to the research question posed and the subject for which they are submitting their essay. Furthermore, students must also ensure that they are aware of any IB policy related to ethical practice when undertaking research.

Given that students are required to treat sources of information critically, and this is especially true of sources of information located on the internet, it is important that as part of their general research skills training, they develop technology literacy, which refers to the ability to access and use technology responsibly. This includes accessing and using electronically based sources.

Another important research skill that is developed and demonstrated in the extended essay is academic honesty. Students should grasp the fundamental values, become conversant with the technical aspects, and be supported by learning strategies to help them develop consistent and effective citing and referencing skills, for example.

**The IB mission & the IB learner profile in regards to the Extended Essay:**

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.

Below are shown some of the links between the extended essay and the learner profile attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Connection to extended essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Through research, students demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Candidates acquire in-depth knowledge of their topic through exploration of current literature and/or research.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Students make reasoned analysis of their research topic and apply critical thinking skills in a creative way.</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communicators</td>
<td>Candidates effectively express ideas and information in an academic way.</td>
</tr>
<tr>
<td>Principled</td>
<td>Students exercise academic honesty in all aspects of their work, showing respect for the ideas and work of others, and caring for the welfare of subjects studied and for the environment.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>As researchers, students will seek out and express an appropriately wide range of points of view.</td>
</tr>
<tr>
<td>Caring</td>
<td>By clearly demonstrating the relevance of their topic, students exhibit their personal commitment to making a difference in the lives of others</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>Students explore new areas or novel situations and courageously defend their positions</td>
</tr>
<tr>
<td>Balanced</td>
<td>The research process reinforces students’ understanding of the importance of intellectual development.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Students draw conclusions on their topic demonstrating thoughtful consideration and they have the opportunity to assess their strengths and weaknesses.</td>
</tr>
</tbody>
</table>

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.

Students and teachers familiar with the IB Middle Years Programme (MYP) will find that the extended essay is a natural progression from the MYP personal project.
The core of the International Baccalaureate Diploma Program

All Diploma Programme students participate in the three elements that make up the core of the programme:

1. theory of knowledge
2. creativity, activity, service
3. The extended essay

These three elements of the core complement each other, working together to achieve the following common aims:

- To support, and be supported by, the academic disciplines
- To foster international-mindedness
- To develop self-awareness and a sense of identity.

Theory of knowledge (TOK) is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. Whichever subject is chosen, the extended essay shares with the theory of knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay but are given much less weight in TOK: in the Theory of knowledge guide (updated November 2008) the section describing the TOK assessment tasks states that “neither the [TOK] essay nor the presentation is primarily a research exercise”. At a more abstract level, both TOK and the extended essay promote reflection on the nature of knowledge and on how new knowledge is produced.
Creativity, activity, service (CAS) is at the heart of the Diploma Programme. The three strands of CAS are:

→ Creativity (arts and other experiences that involve creative thinking)
→ Activity (physical exertion contributing to a healthy lifestyle)
→ Service (an unpaid and voluntary exchange that has a learning benefit for the student).

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile.

The extended essay offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects, and become acquainted with the independent research and writing skills expected at university. 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 or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.
1. Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).

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

3. Set up the Researcher’s reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.

4. Choose a topic and undertake some background reading on it.

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

6. Draw up an outline plan for the research and writing process. This should include a timeline.

7. Begin to identify how and where they will gather source material for their research.

8. Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.

9. Set deadlines for themselves that are realistic and take into consideration the school’s own internal deadlines.

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

11. Undertake some preparatory reading in light of the proposed research question. If 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 3, 2 or 1, and choose a new research question that can be answered.

12. Carry out the research. The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will 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.
The Research Process

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

1. Choose the approved Diploma Programme subject for the extended essay.
   a. Read the assessment criteria and the relevant subject guidance.
2. Choose a topic.
3. Formulate a well-focused research question.
4. Plan the investigation and writing process.
   a. Identify how and where they will gather material.
   b. Identify which system of academic referencing they will use, appropriate to the subject of the essay.
   c. Set deadlines for themselves that will allow them to meet the school’s requirements.
5. Plan a structure (outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction.
6. Undertake some preparatory reading.
   a. 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 3, 2 or 1, and choose a new research question that can be answered.
7. Carry out the investigation.
   a. The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next.
   b. Students should be prepared for things to go wrong. Sometimes they may discover something later in the investigation that undermines what they thought had been established earlier on. If that happens, the investigation plan needs to be revised.
The Research Question

The research question is the cornerstone to an effective research paper. The research question gives the paper a purpose, serving as a compass for the direction the writer will take throughout the process of research, analysis and evaluation. It also serves as a final determinant of the writer’s success, asking finally, “Did you address and answer the question?” While the research question is only one component of a successful research paper, without a strong question, the research paper will be able to reach its full potential.

Five steps to developing a research question

1. **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.

2. **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?

3. **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”.

4. **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
5. 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:

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

Tips for writing a strong research question

   o Choose a topic that is of interest to the researcher. Any research will get old fast if the researcher is
   simply not interested.
   o Choose a topic that is relevant. Investigating the cultural history of burping will likely not result in
   quality and respected research.
   o Choose a topic that is researchable. The topic must be addressed within the timeframe available and
   with the resources at the researcher’s disposal. If access to NASA laboratory equipment or graduate
   level background knowledge is required, the question is likely going to be out of reach.
   o Choose a topic that is focused. A topic that is too broad will not allow for focused and systematic
   research, nor will it allow an opportunity for in depth analysis or evaluation.

   o Qualities of a strong research question
   o Clear – the reader knows from the question the intent of the paper being read
   o Focused – there is only one question to be answered and it is clearly tied to the discipline in which it
   is being written
   o Researchable – There is information available for the student to do appropriate research on the
   topic to adequately address the research question
   o Arguable – the question allows for possible dissent and multiple perspectives, thus allowing for
   analysis and evaluation

   o Examples of strong research questions
   o What role did economics play in the unification of Germany from 1834-1871? (History)
   o Can One-hour-long light pulses applied during the night shift the phase of Circadian Rhythms in
   the Activity of Siberian Hamsters? (Biology)
   o Can graphic novels be considered literature? (Language and Literature)
   o How can mathematics be used to work out the optimal distance from the try line for a conversion
   kick in rugby union? (Mathematics)
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>
<thead>
<tr>
<th>Unclear, unfocused and unarguable research questions</th>
<th>Clear, focused, narrow research questions lending themselves to in-depth research</th>
</tr>
</thead>
<tbody>
<tr>
<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 1920?</td>
</tr>
<tr>
<td>What is the history of Chinese theatre?</td>
<td>How does the legacy of Mei Lan Fang contribute to modern Jingju?</td>
</tr>
<tr>
<td>How important is chlorophyll to plant life?</td>
<td>What is the effect 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</td>
</tr>
</tbody>
</table>

An important note:

A 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).

Writing the extended essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

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

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.

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

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

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

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.

References and bibliography

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

Writing the essay takes time but if students have used their Researcher’s reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.
Assessment

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion’s importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Assessment objectives

In working on the extended essay, candidates 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.
To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.

- Synthesis and evaluation
  - 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.

Using the assessment criteria

The method of assessment used by the IB is criterion-related. That is to say, the method of assessment judges each student in relation to identified assessment criteria and not in relation to the work of other students.

- The aim is to find, for each criterion, the descriptor that conveys most adequately the achievement level attained by the student. The process, therefore, is one of approximation. In the light of any one criterion, a student’s work may contain features denoted by a high achievement level descriptor combined with features appropriate to a lower one. A professional judgment should be made in identifying the descriptor that approximates most closely to the work.

- Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached that describes an achievement level that the work being assessed does not match as well as the previous level. The work is therefore best described by the preceding achievement level descriptor and this level should be recorded.

- Only whole numbers should be used, not partial points such as fractions or decimals.

- The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.

- Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance.

- A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 36. 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.

*Students receiving a grade of “E” on their extended essay will not be eligible for the IB diploma*

### Scoring and the Rubrics

The EE is marked using a General Rubric that is found in the Extended Essay Guide. The General Rubric is informed by the Subject (content) Specific guidelines that are also in the EE guide. Students and supervisors should be referencing both as the EE process unfolds; as it is critical that an essay follows the expectations of the subject in which it is registered (Interpreting the EE Assessment Criteria). An essay can be excellent, but score low if it does not meet the criteria of the discipline in which it is registered.

Below are some pointers about the rubrics. Supervisors and students should refer to the EE guide for further information about these rubrics.

- There are two types of guidance to follow:
  - General Criteria
  - Interpreting the EE Assessment Criteria
- General Criteria:
  - The general rubric is used to score the student's’ EE on a number scale, 34 being the highest score.
  - The grader will use this to score the student.
- Subject Specific Interpretations:
  - The subject specific criteria interpretation does not have a number scale, but is used to justify reasoning for scores on the general rubric.
  - Students can use the subject specific criteria interpretation to help them create an EE that is consistent with the general criteria requirements.

### Overview

<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>

<table>
<thead>
<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.

<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>
</tbody>
</table>
| 1–2   | **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.**  
|       | - The source(s) and/or method(s) to be used are limited in range given the topic and research question.  
|       | There is limited evidence that their selection was informed. |
| 3–4   | 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.**  
|       | - 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.  
|       | - An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question.  
|       | - There is evidence of effective and informed selection of sources and/or methods. |
**Criterion B: Knowledge and understanding**

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

<table>
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<tr>
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</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   | **Knowledge and understanding is limited.**  
|       | • The application of source material has limited relevance and is only partially appropriate to the research question.  
|       | • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.  
|       | **Use of terminology and concepts is unclear and limited.**  
|       | • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 3-4   | **Knowledge and understanding is good.**  
|       | • The application of source material is mostly relevant and appropriate to the research question.  
|       | • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.  
|       | **Use of terminology and concepts is adequate.**  
|       | • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.  
|       | **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   | **Knowledge and understanding is excellent.**  
|       | • The application of source materials is clearly relevant and appropriate to the research question.  
|       | • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.  
|       | **Use of terminology and concepts is good.**  
|       | • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |


**Criterion C: Critical thinking**

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

<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>
</tbody>
</table>
| 1-3   | The research is limited.  
       | - The research presented is limited and its application to support the argument is not clearly relevant to the research question.  
       | 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.  
       | **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.** |
| 4-6   | The research is adequate.  
       | - Some research presented is appropriate and its application to support the argument 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.  
       | - The research has been evaluated but not critically.  
| 7-9   | The research is good.  
       | - The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question.  
<pre><code>   | Analysis is good.  |
</code></pre>
<table>
<thead>
<tr>
<th>10-12</th>
<th>The research is excellent.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The research is appropriate to the research question and its application to support the argument is consistently relevant.</td>
</tr>
<tr>
<td></td>
<td>Analysis is excellent.</td>
</tr>
<tr>
<td></td>
<td>The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.</td>
</tr>
<tr>
<td></td>
<td>Conclusions to individual points of analysis are effectively supported by the evidence.</td>
</tr>
<tr>
<td></td>
<td>Discussion/evaluation is excellent.</td>
</tr>
<tr>
<td></td>
<td>An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The research has been critically evaluated.</td>
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</tbody>
</table>
Criterion D: Presentation

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

<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>
</tbody>
</table>
| 1–2   | Presentation is acceptable.  
• The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.  
• Some layout considerations may be missing or applied incorrectly.  
• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. |
| 3–4   | Presentation is good.  
• The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.  
• Layout considerations are present and applied correctly.  
• The structure and layout support the reading, understanding and evaluation of the extended essay. |
Criterion E: Engagement

This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context. Only the first 500 words are assessable.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.</td>
</tr>
</tbody>
</table>
| 1–2   | Engagement is limited.  
• Reflections on decision-making and planning are mostly descriptive.  
• These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| 3–4   | Engagement is good.  
• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.  
• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| 5–6   | Engagement is excellent.  
• Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process.  
• These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |
**Assessment grade descriptors for the extended essay**

**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.

<table>
<thead>
<tr>
<th>Grade A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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.** |

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

**Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.**
<table>
<thead>
<tr>
<th>Grade C</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.</strong></td>
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<tr>
<th>Grade D</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</strong></td>
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<table>
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<tr>
<th>Grade E (failing condition)</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.</strong></td>
</tr>
</tbody>
</table>
Unpacking the Extended Essay Rubric

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.
   - How well does the research paper identify and communicate the chosen topic?
2. The title is a formal requirement on the title page of the essay. If the title is missing, it will be considered on balance with the other formal requirements against criterion D. While there is no explicit penalty in criterion A, the title will help address the requirements as it expands on the student’s intended focus. Without a title, students lose an opportunity to clarify their focus.
3. 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.
   - 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?
   - Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area?
   - Is the focus of the research question maintained throughout the essay?
4. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.
   - 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?
5. 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>
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</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>The topic is communicated unclearly and incompletely.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>The research question is stated but not clearly expressed or too broad.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>Methodology of the research is limited.</td>
</tr>
<tr>
<td></td>
<td>- The source(s) and/or method(s) to be used are limited in range given the topic and research question.</td>
</tr>
<tr>
<td></td>
<td>There is limited evidence that their selection was informed.</td>
</tr>
<tr>
<td>3-4</td>
<td>The topic is communicated.</td>
</tr>
</tbody>
</table>
• 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.
   1. 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.
   2. 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.

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<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below</td>
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<tr>
<td>1-2</td>
<td>Knowledge and understanding is limited.</td>
</tr>
<tr>
<td></td>
<td>3. The selection of source material has limited relevance and is only partially appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>4. 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 analyze 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.  
|       | If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion. |
| 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.  
       | - The research has been evaluated but not critically. |
| 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 argument.
- The research has been evaluated, and this is partially critical.

<table>
<thead>
<tr>
<th>10-12</th>
<th>The research is excellent.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The research is appropriate to the research question and its application is consistently relevant.</td>
</tr>
<tr>
<td></td>
<td>Analysis is excellent.</td>
</tr>
<tr>
<td></td>
<td>The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.</td>
</tr>
<tr>
<td></td>
<td>Conclusions to individual points of analysis are effectively supported by the evidence.</td>
</tr>
<tr>
<td></td>
<td>Discussion/evaluation is excellent.</td>
</tr>
<tr>
<td></td>
<td>An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The research has been critically evaluated.</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 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**

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.

<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   | Presentation is acceptable.  
- The structure of the essay is generally appropriate in terms of the expected argument and subject in which the essay is registered  
- Some layout considerations may be missing or applied incorrectly.  
- Weaknesses in the structure and/or layout do not significantly impact the evaluation of the extended essay. |
| 3-4   | Presentation is good.  
- The structure of the essay clearly is appropriate in terms of the expected conventio argument and subject in which the essay is registered  
- Layout considerations are present and applied correctly.  
- The structure and layout support the reading, understanding and evaluation of the extended essay. |

**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.

1. **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.

2. **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>
<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>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 research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.</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?
**Award of Diploma Points**

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.

A student who, for example, writes a **good** extended essay and whose performance in theory of knowledge is judged **satisfactory** will be awarded 1 point, while a student who writes a **mediocre** extended essay and whose performance in theory of knowledge is judged to be **excellent** will be awarded 2 points.

A student who fails to submit an extended essay will be awarded **N** for the extended essay, will score no points, and will not be awarded a diploma. Performance in both the extended essay and theory of knowledge of an **elementary** standard is a failing condition for the award of the diploma.* From 2010 onwards, 28 points overall will be required to be eligible for the diploma if a student attains an “E” grade in either the extended essay or theory of knowledge. As previously, a grade “A” in one of the requirements earns an extra point even if the other is a grade “E”. Attaining a grade “E” in both the extended essay and theory of knowledge continues to represent an automatic failure.

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.

<table>
<thead>
<tr>
<th>Points Matrix</th>
<th>EXTENDED ESSAY</th>
<th>THEORY OF KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent A</td>
<td>Good B</td>
</tr>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Elementary E</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Not Submitted</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

**Fail** – A candidate who receives an elementary in both TOK and the EE will not be awarded the Diploma.

**N** – This signifies a candidate will not be awarded the Diploma. For TOK – “Not submitted” means a candidate has either failed to hand in the TOK essay or failed to make the presentation.
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.

**Student – Supervisor**

It is the responsibility of Ms. Amorese to find and match an extended essay supervisor for each student writing an extended essay. This will be a member of the Churchville-Chili CSD. (*Note that the faculty member does not necessarily have to teach the diploma program subject to be eligible to be a supervisor for that topic). It is the responsibility of the student to take advantage of the supervisor as a critical resource for success on this project.

The extended essay process mandates that each student will meet with their EE supervisor during specific times during EE writing process. Each meeting is structured to scaffold the EE research, development, and writing. These meetings are also a time for you to reflect on the process of writing the EE.

The topics addressed include...
- EE topic and formulating a research question
- Research question and methodology
- Researched sources and content knowledge
- Content knowledge and analysis
- Discussion of EE draft
- Content analysis and evaluation/discussion
- Viva Voce

Required reflective meetings are scheduled within specific dates. These dates can be found on the EE timeline. These meetings are critical opportunities for guidance and support and will contribute to the student’s grade on the engagement portion of the rubric. Following each meeting, the supervisor will give feedback that reflects student conduct pertaining to each meeting.

The criteria addressed in the feedback form include:
- Did the candidate set up an appointment in advance of the meeting?
- Did the candidate attend the scheduled meeting?
- Did the candidate meet with the supervisor by the deadline?
- Did the candidate prepare for the meeting in an appropriate fashion?
- Did the candidate engage appropriately during the meeting?
- Did the candidate demonstrate progress based on advice from the previous meeting?

Following the meeting with your advisor, you are responsible for filling out the online RPPF (Reflections on Planning and Progress Form). The advisor has NO responsibilities regarding paperwork following the individual meetings. You will write a summary of the two reflection meetings at the beginning and interim of your project. You will write a final reflection after your viva voce at the end of the EE process. This form will be assessed to determine the Reflection grade on the EE assessment criteria rubric (Criterion E). An example of a filled out RPPF is included in this packet. These reflections are brief 100-150 words each. Be sure to take some time on these reflections, as they are graded and are a part of your final EE grade. You need a First reflection. An Interim reflection and the final Viva voce (after your paper is done and handed in).
Administrative requirements of the extended essay

The following sections outline the administrative requirements of the extended essay for:

- The School
- The Diploma Programme and/or extended essay coordinator
- The Supervisor
- The candidate.

<table>
<thead>
<tr>
<th>Required action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>• Ensure that the Diploma Programme and/or extended essay coordinator understands who can and cannot be a supervisor.</td>
</tr>
<tr>
<td>• Provide organizational structures that allow for three mandatory reflection sessions with the supervisor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diploma Programme/extended essay coordinator</strong></td>
</tr>
<tr>
<td>• Ensure that extended essays conform to the regulations outlined in the Diploma Programme Assessment procedures.</td>
</tr>
<tr>
<td>• Ensure that students select the subject for their extended essays from the list of available subjects for the May or November session in question (in the Diploma Programme Assessment procedures) before choosing a topic.</td>
</tr>
<tr>
<td>• Ensure that each student has an appropriately qualified supervisor, who is a member of staff within the school.</td>
</tr>
<tr>
<td>• Introduce, explain and support the reflection process.</td>
</tr>
<tr>
<td>• Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material.</td>
</tr>
<tr>
<td>• Ensure that the Reflections on planning and progress form (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the Diploma Programme Assessment procedures.</td>
</tr>
<tr>
<td>• Provide exemplars of extended essays to supervisors and students.</td>
</tr>
<tr>
<td>• Ensure that supervisors and students are familiar with the IB documents Academic honesty in the IB educational context and Effective citing and referencing.</td>
</tr>
<tr>
<td>• Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.</td>
</tr>
<tr>
<td>• Explain to students that they will be expected to spend up to 40 hours on their extended essay.</td>
</tr>
<tr>
<td>Required action</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
</tr>
<tr>
<td>• Undertake three mandatory reflection sessions with the student. &gt;</td>
</tr>
<tr>
<td>• Ensure that students complete the <em>Reflections on planning and progress form</em>, and initial and date the form after each entry by the student.</td>
</tr>
<tr>
<td>• Provide a supervisory comment, which is used to contextualize the student’s reflections.</td>
</tr>
<tr>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>• Choose a subject from the available extended essay list. See Diploma Programme coordinator or extended essay coordinator for details.</td>
</tr>
<tr>
<td>• Ensure that the starting point for your essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes.</td>
</tr>
<tr>
<td>• Observe the regulations with regard to the extended essay, including the IB’s <em>ethical guidelines</em>.</td>
</tr>
<tr>
<td>• Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria.</td>
</tr>
<tr>
<td>• Meet all internal deadlines set by your school in relation to the extended essay.</td>
</tr>
<tr>
<td>• Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the <em>General regulations: Diploma Programme</em> should there be a breach of these.</td>
</tr>
<tr>
<td>• Attend three mandatory reflection sessions with your supervisor, the last of which is the <em>viva voce</em>.</td>
</tr>
<tr>
<td>• Record your reflections on the <em>Reflections on planning and progress form</em> for submission as part of the assessment of criterion E (engagement).</td>
</tr>
</tbody>
</table>
Reflection in the extended essay

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

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher’s reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to setbacks that they may experience during the research process.

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

These skills may include:

→ critical thinking
→ decision-making
→ general research
→ planning
→ referencing and citations
→ specific research methodology
→ time management.

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

Student Reflection – RPPF Reflections on planning and progress form.

From the IBO EE Guide:
Reflection is a continual process. If you are constantly considering the decisions you are making in the extended essay (EE) process, you are better able to avoid the common pitfalls of independent research. Reflection also helps you plan, allowing you to monitor your progress. The following table identifies three stages in the review process and the kinds of questions you can usefully consider at each. It also suggests what evidence you might use in your reflection sessions to demonstrate your progress and learning.
From the IBO EE Guide:
In critically reviewing your engagement in the research process, it might help to think in terms of three levels of reflection: descriptive, analytical and evaluative reflection. The table below gives examples of guiding questions to help when filling out your Reflections on Personal Progress Forms after each of your reflection meetings with your supervisor. They are not exhaustive.

<table>
<thead>
<tr>
<th>Level of Reflection</th>
<th>Examples of questions you may ask yourself while reflecting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive</strong></td>
<td>• What did I do?</td>
</tr>
<tr>
<td></td>
<td>• How did I undertake my research?</td>
</tr>
<tr>
<td></td>
<td>• What were the problems I faced?</td>
</tr>
<tr>
<td></td>
<td>• Did my approach or strategies change throughout the process?</td>
</tr>
<tr>
<td></td>
<td>• What have been the high and the low points of the research and writing process?</td>
</tr>
<tr>
<td><strong>Analytical</strong></td>
<td>• Was my research successful?</td>
</tr>
<tr>
<td></td>
<td>• If I changed my approach or strategies during the process, why did I do this?</td>
</tr>
<tr>
<td></td>
<td>• What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?</td>
</tr>
<tr>
<td></td>
<td>• How has my understanding of the topic and research process developed throughout the task?</td>
</tr>
<tr>
<td><strong>Evaluative</strong></td>
<td>• If I were to undertake this research again, would I do it differently—if so, why or why not?</td>
</tr>
<tr>
<td></td>
<td>• What factors have affected this?</td>
</tr>
<tr>
<td></td>
<td>• If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome?</td>
</tr>
<tr>
<td></td>
<td>• What can I conclude from this?</td>
</tr>
<tr>
<td></td>
<td>• Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes?</td>
</tr>
<tr>
<td></td>
<td>• What, if any, questions emerged as a result of my research that I was not expecting?</td>
</tr>
<tr>
<td></td>
<td>• Would these questions influence my approach if I were to undertake the research again?</td>
</tr>
</tbody>
</table>

*These levels correspond to the attainment levels of the rubric for Criterion E: Engagement*
Researcher’s Reflection Space (RRS)
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 artifacts, such as photos, newspaper clippings, twitter feeds, blogs, etc...
- Respond to prompts and questions that may arise in the student’s’ subject areas and other classes
- Create MindMaps
- Record emerging questions.

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. Both the EE coordinator and student supervisor should be given digital or physical access to the student’s RRS.

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.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Types of questions you may ask yourself</th>
<th>Evidence in my RRS (Researchers Reflection Space)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPF #1 Initial</td>
<td>● What am I interested in researching and why?&lt;br&gt;● What are my motivation for undertaking research in this</td>
<td>● Mind map&lt;br&gt;● Annotated section of the Extended essay Guide&lt;br&gt;● Annotated bibliography&lt;br&gt;● Annotated photograph, newspaper article, or other</td>
</tr>
<tr>
<td>Planning Stages</td>
<td>Area?&lt;br&gt;● How will I begin the research process?&lt;br&gt;● Is my chosen topic appropriate for the</td>
<td></td>
</tr>
</tbody>
</table>

43
<table>
<thead>
<tr>
<th>Resource</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry log</td>
<td>Do I have sufficient knowledge of the subject area to fulfill the criteria of an EE?</td>
</tr>
<tr>
<td></td>
<td>What possible question might I research?</td>
</tr>
<tr>
<td></td>
<td>How might I go about undertaking this research?</td>
</tr>
<tr>
<td></td>
<td>Do I have access to appropriate sources?</td>
</tr>
<tr>
<td></td>
<td>Are my chosen research methods appropriate for the subject I have chosen to complete it in?</td>
</tr>
<tr>
<td></td>
<td>Are there any ethical issues I need to consider before pursuing this area of research?</td>
</tr>
<tr>
<td></td>
<td>Is there sufficient focus to my research area?</td>
</tr>
</tbody>
</table>

**Background Reading Stages**

- What have I learned about my subject area so far?
- What questions are emerging? Are these similar or different to my initial questions?
- Given the initial reading I have undertaken on the subject, is my research question appropriate for the subject I am submitting my EE in?
- Is my research question manageable within the word limit of the EE?
- Will my research question allow me to think critically about the topic I am researching? If not, how might I need to change it to allow for more critical thinking?
- Are there any challenges that I need to overcome in order to achieve my desired outcomes?

**Notes**

- Annotated article
- Brainstorm of questions
- Mind map of potential challenges and possible strategies

**RPPF #2 Interim Writing Stages**

- Do I have sufficient data/information to begin formulating an argument?
- If I do not have sufficient information, how will I go about resolving this? Can it be resolved?
- To what extent does the information I have relate to my proposed research question?
- Given the information I have collected, do I

**Introduction of the essay**

- Annotated sections from books, journals, articles, Etc...
- Reworked research question
- Examples of Information collected from
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Final Writing Stage</th>
<th>RPPF #3 Viva Voce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Do I have a reasoned argument that can be sustained throughout the essay?</td>
<td>To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research?</td>
</tr>
<tr>
<td></td>
<td>Am I able to make coherent links between different points made and the evidence presented?</td>
<td>What strategies did I employ that proved particularly effective in the research process?</td>
</tr>
<tr>
<td></td>
<td>To what extent have I answered my research question?</td>
<td>What skills have I developed and how might these be useful in the future?</td>
</tr>
<tr>
<td></td>
<td>What reasons may have affected my ability to answer my research question?</td>
<td>What improvements might I suggest to my</td>
</tr>
<tr>
<td></td>
<td>If I have been selective in the evidence presented in my essay, can I justify my choices?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there a clear summative conclusion, and does this reflect the discussion that has taken place?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To what extent do I think I have fulfilled the expectations of the extended essay as a task?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has my research resulted in me changing my perspective or views on the topic in question?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What strategies have I employed that have worked particularly well at this stage of the process?</td>
<td></td>
</tr>
<tr>
<td>Need to reformulate my research question?</td>
<td>Has the information collected taken me in an unexpected direction?</td>
<td>An outline of the main argument</td>
</tr>
<tr>
<td></td>
<td>Do I want to change course now? Is it too late?</td>
<td>Timeline</td>
</tr>
<tr>
<td></td>
<td>Are there still questions/issues that I am unclear how to resolve?</td>
<td>Working bibliography</td>
</tr>
<tr>
<td></td>
<td>Am I keeping to a schedule with the writing process?</td>
<td></td>
</tr>
</tbody>
</table>

**Final Writing Stage**
- Do I have a reasoned argument that can be sustained throughout the essay?
- Am I able to make coherent links between different points made and the evidence presented?
- To what extent have I answered my research question?
- What reasons may have affected my ability to answer my research question?
- If I have been selective in the evidence presented in my essay, can I justify my choices?
- Is there a clear summative conclusion, and does this reflect the discussion that has taken place?
- To what extent do I think I have fulfilled the expectations of the extended essay as a task?
- Has my research resulted in me changing my perspective or views on the topic in question?
- What strategies have I employed that have worked particularly well at this stage of the process?

**RPPF #3 Viva Voce**
- To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research?
- What strategies did I employ that proved particularly effective in the research process?
- What skills have I developed and how might these be useful in the future?
- What improvements might I suggest to my
The following information from the IBO Guide will help the student plan for reflection on the RPPF.

<table>
<thead>
<tr>
<th>REFLECTION SESSION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first reflection session</td>
<td>Students are encouraged to include in their RPPF 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 RPPF as the basis for discussion as well as to demonstrate the progress students have made in the research process.</td>
</tr>
<tr>
<td>The interim reflection session</td>
<td>As their RPPF 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 RPPF 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>
</tr>
<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 RPPF 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 RPPF may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</td>
</tr>
</tbody>
</table>

**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.

The Viva Voce

The viva voce is a short interview between the student and the supervisor, and is a recommended conclusion to the extended essay process. The viva voce should last 20–30 minutes. The viva voce is:

- An opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student’s learning experience.
- An opportunity 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 following are examples of questions that can be asked, which should be adapted to the particular essay and student.

- “I am not clear what you mean on page XXX. You quote Y: could you explain a little more about what this tells us?”
- “On page *** you cite Z. I couldn’t find this reference (for example, website). Could you tell me more about it?”
- “What have been the high and low points of the research and writing processes?”
- “What were the most interesting aspects of the process? Did you discover anything that surprised You?”
- “What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an extended essay?”
- “Is there anything else that you would particularly like me to mention in my report?”

In conducting the viva voce and writing their comments on the Reflections on Planning and Progress Form, supervisors will keep in mind the following:

- The form is an assessed part of the extended essay. 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 will investigate thoroughly. No essay will be authenticated if the supervisor believes the student may be guilty of plagiarism or some other form of academic misconduct.
- Unless there are particular problems, the viva voce will be a positive experience. Completion of a major piece of work such as the extended essay is a great achievement for students.
Protocols for completing and submitting the Reflections on planning and progress form

Completing the *Reflections on planning and progress form* (RPPF) is a requirement for the submission of the extended essay. It plays an important role in the assessment of the final essay and of the student’s engagement with the process of independent research. The following is offered as guidance for the completion and submission of the form.

Diploma Programme/extended essay coordinators, with the support of their school leadership team, must determine a system for the administration of the RPPF that ensures that both students and supervisors have access to it in order to complete the required summative comments. This system also needs to ensure the integrity of the form. The following steps are offered as guidance:

Failure to complete or sign the *Reflections on planning and progress form* may result in:

→ a delay in a grade being issued for the extended essay
→ criterion E (engagement) being compromised; in other words, the examiner may not be able to apply criterion E due to missing or insufficient information
→ The essay being referred as a possible case of academic misconduct as a result of not being authenticated.

*An important note:*

Once students have written their reflection and this has been signed and dated by their supervisor they must not make changes to these comments. Examiners want to see the progression of ideas through the three reflection comments and if students make amendments at a later stage of the process this will undermine the authenticity of their experiences and affect the way in which examiners apply criterion E.
1. Initial reflection session takes place.

2. 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.

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

4. Interim reflection session takes place.

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

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

7. 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.

8. The supervisor reads the essay and then arranges for the final reflection session, the *viva voce*, to take place.

9. *Viva voce* takes place.

10. Students complete their RPPF by adding their final summative comments, sign and date the form before passing it to their supervisor.

11. The supervisor uploads the form on behalf of the student into the e-coursework system and adds their summative comment.

12. The supervisor then submits both the mandatory items—the essay and the RPPF—to the IB for assessment as one portfolio.
**Reflections on planning and progress**

<table>
<thead>
<tr>
<th>Reflections on planning and progress</th>
<th>Candidate comments</th>
<th>Date</th>
<th>Supervisor signature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First reflection session</strong></td>
<td>Because I want to study English literature in university, I decided that my extended essay should definitely be a literary analysis. I thought about possible books to analyse, and landed on Mark Haddon’s <em>The Curious Incident of the Dog in the Night-Time</em>. I really like this book, and it's a little different to most novels because the main character has Asperger’s syndrome, and the book is basically a book that he “writes”, so the narrative is quite unusual. I still need to decide what exactly I should analyse, and my supervisor gave me a few ideas to look into.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interim reflection</strong></td>
<td>I looked into various possibilities to analyse the text in my essay, but it’s quite difficult to find kind of hidden meanings and interpret this specific text because of the way it is written. But one thing that is clearly evident in the text is the condition of Christopher who has Asperger’s syndrome. So what I am planning to do is to write about aspects of the condition that limit Christopher, but also about aspects that are assets to him. I’ve done a lot of research on autism and Asperger’s syndrome, and I will use this to help my analysis. I’ve collected a lot of information so far, but I’m not yet sure</td>
<td></td>
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</tbody>
</table>
how to use all of it to support my essay. My supervisor advised that I have a look at other academic essays and see how they are written and what they are meant to look like. I think this is a good idea because it’s very helpful for me to see concrete examples. I’m also going to look at the assessment criteria to help me understand the requirements of the essay.

Final reflection  
**viva voce**

I’m very satisfied about my essay and the way I managed the process. The topic was very interesting and I learned about autism and Asperger’s syndrome, so I now have a better understanding of how the mind of people with these conditions works.

I had some issues with regards to organising my sources and all the information, which led me to miss one deadline that my supervisor set for me. I realised that already from the beginning I should have kept better track of my readings and better record references that support my argument. This definitely influenced my time management as well.

**Supervisor’s comments:**

X has worked hard along the whole process of writing her extended essay. She did a lot of research but as she could not find that much literary analysis on Mark Haddon’s The Curious Incident of the Dog in the Night-time she started looking for information on autism and more specifically on Asperger’s syndrome. The main problem she encountered was the organization of all the information she had to support her analysis. She nearly always complied with the deadlines and she always followed my guidelines.

**Candidate’s declaration**

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

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

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

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

This is the final version of my extended essay.

<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
</table>

**Supervisor’s declaration**

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

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

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

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

| Supervisor’s signature | Date |
# Reflections on Planning and Progress

<table>
<thead>
<tr>
<th>Supersvisor name</th>
<th>Candidate session number</th>
<th>Date</th>
<th>Supervisor signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name</td>
<td>0 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination session (May or November)</td>
<td>Year</td>
<td></td>
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</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Reflections on planning and progress</th>
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</tr>
</thead>
<tbody>
<tr>
<td>First reflection session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim reflection</td>
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Supervisor’s declaration

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</tr>
</thead>
</table>
Format & Structure of the Extended Essay

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners. The formal structure of the extended essay is assessed in D: Presentation. The criteria specifically address the various elements of the paper, required and optional.

Required
- 12 pt. readable font (I recommend Times New Roman, Arial or Helvetica)
- Double space
- Page-numbered

Title Page
- Title: Be sure the title is clear. The title cannot be the research question.
- No identifying information (student’s name and candidate number)
- Word Count: The word count cannot exceed 4,000 words.

Your word count includes:
- the introduction
- All sections
- All quoted material
- Footnotes and endnotes (if used)
- Units of measure
- Anything in parentheses that is not a citation
- Headings and subheadings

Your word count does NOT include:
- Table of contents
- Maps, charts, diagrams, etc. Including their accompanying caption or heading
- Equations, formulas, calculations
- In-text citations
- The bibliography
- Materials placed in the appendix (if you have one)

Table of Contents
The body of the paper can be, but is not required to be, divided into multiple sections. It must, however, include a table of contents.

- Introduction
- Main Body
  - The main body of the paper can be divided into multiple sections, such as “Introduction, Research and Analysis, Conclusion,” but this is not required. See multiple EE exemplars for suggested formatting.
- Conclusion
- Citations
  - Citations can take any format, but must be consistent throughout the paper. They can be footnotes, endnotes or parenthetical. A section explaining referencing is included in the manual.
The student is advised to consult with the supervisor to determine the appropriate style based on the convention of the discipline being researched.

- **Work Cited**
  - The work cited is an alphabetical listing of all works specifically utilized in the construction of the extended essay. If a source is not cited within the body of the work, it is not included in the work cited. If a source was important to the student in the shaping and development of the paper, but was not specifically cited, it can be recognized in the introduction or in an “Acknowledgements” section.

- **Optional**
  - Acknowledgements page
  - Appendix
    - Assessors are not required to read material in the appendix, so information critical to the argument must be included in the body of the paper.

**Word counts**

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

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

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

<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>Quotations</td>
<td>Equations, formulas and calculations</td>
</tr>
<tr>
<td>Footnotes and/or endnotes that are not references</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>
Illustrations

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

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

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

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.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

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

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

Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must not be submitted. Photographic evidence may be submitted in place of such material.

Citations & References

What is a reference?
A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else’s work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

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

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

What is a citation?
A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular documentation style that has been chosen. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method
Purpose of Citations
It is critically important to pay close attention to how and when you cite sources during the research process that ultimately reflect in your final work. Citing sources has a few critical functions:
- Demonstrates that the researcher has utilized appropriate sources in the process of the research
- Gives credit to the appropriate scholars for their initial research, analysis and ideas
- Allows readers to follow up on the research done by the author via the citations offered in the bibliography and citations list
- Avoids plagiarism by identifying direct quotes, ideas and specific information taken from other sources

Citation Contents
Citations will vary depending on the style the researcher chooses to use. All citations, however, are used for the primary purpose of identifying the source used in such a manner that the source can be tracked down by the reader (either for verification or for follow-up research). Thus all citations are going to have certain critical information, including...
- The author’s name
- The title of the source and, if different, the title of the publication in which it is presented
- The date of publication
- Other identifying information, such as page number(s), volume and issue number, url, etc

Citation Styles
There are a number of styles a student can utilize in the process of citing sources used during the research. Ultimately it is up to the researcher, with the guidance of the advisor, to determine the style he or she will employ. That said, there are certain conventions utilized for different disciplines that allow the researcher to effectively highlight the research.

The three main styles you will likely employ are
- MLA
- Chicago
- APA

Appendices, footnotes and endnotes
Appendices, footnotes and endnotes are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria. Unless considered essential, complete lists of raw data should not be included in the extended essay. Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.

Academic honesty & Malpractice
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.

For further information on academic honesty in the IB and the Diploma Programme, please consult the IB publications:

- Academic honesty in the IB educational context
- Effective citing and referencing
- Diploma Programme: From principles into practice
- General regulations: Diploma Programme.

Acknowledging the ideas or work of another person

Students must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme students submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If students use the work or ideas of another person, they must acknowledge the source using a standard style of referencing in a consistent manner. A student’s failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by students; this is left to the discretion of appropriate faculty/staff in the student’s school. The wide range of subjects, response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which students’ work is written.

The following criteria must be applied.

- Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized.
- When writing, students must clearly distinguish (in the body of the text) between their words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate citation that denotes an entry in the bibliography.
- Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged.
- Students must be advised that any audio-visual material, text, graphs, images and/or data that is crucial to their work and that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.
- Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes:
  - Name of author.
3. Aims and assessment objectives

The aims of the extended essay are for students to:

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

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

For further information, see Academic honesty in the IB educational context and Effective citing and referencing.

Bibliography

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

Citations

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

Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else’s work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor or school librarian should help the student decide on a style for the particular subject of the essay. It is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB’s minimum requirements. When choosing the style, the student needs
to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

The IB’s minimum requirements include:

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

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

For more detailed information on styles for citations and referencing please refer to the IB document Effective citing and referencing.

**Referencing online materials**

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

**Accessing sources: technology literacy—using electronic sources**

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

Students should:

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

<table>
<thead>
<tr>
<th>Desirable source attribute</th>
<th>Questions to consider in order to determine this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>→ Is the author of the information identified?</td>
</tr>
<tr>
<td></td>
<td>→ If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented?</td>
</tr>
<tr>
<td></td>
<td>→ Is there enough information available to establish the author’s credibility?</td>
</tr>
<tr>
<td></td>
<td>→ Is the author affiliated to an academic institution or credible organization?</td>
</tr>
<tr>
<td></td>
<td>→ Is the author qualified to write about the subject?</td>
</tr>
<tr>
<td>Audience appropriate</td>
<td>→ Who is the intended audience?</td>
</tr>
<tr>
<td></td>
<td>→ Does the information presented appropriately address the target audience?</td>
</tr>
<tr>
<td></td>
<td>→ Is the information relevant to your area of research?</td>
</tr>
<tr>
<td>Reliability and credibility</td>
<td>→ Does the information appear to be valid and well researched?</td>
</tr>
<tr>
<td></td>
<td>→ Can it be supported by evidence?</td>
</tr>
<tr>
<td></td>
<td>→ Can the information be verified through other sources?</td>
</tr>
<tr>
<td></td>
<td>→ Is there a non-web equivalent of this material that could be used to verify the information?</td>
</tr>
<tr>
<td></td>
<td>→ Does the URL (web address) give you any indication of the source of the information?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>→ Is there an indication as to who has responsibility for the accuracy of the information provided?</td>
</tr>
<tr>
<td></td>
<td>→ Do you know if the information has been reviewed?</td>
</tr>
<tr>
<td>Objectivity</td>
<td>→ Is the information fact or opinion?</td>
</tr>
<tr>
<td></td>
<td>→ Is the language used free of bias?</td>
</tr>
<tr>
<td></td>
<td>→ Is the author’s point of view objective or do they make it clear when they are expressing a personal opinion?</td>
</tr>
<tr>
<td></td>
<td>→ Is it a personal website?</td>
</tr>
<tr>
<td></td>
<td>→ Is the author affiliated with any institution or organization which might create a bias in the information?</td>
</tr>
<tr>
<td>Currency</td>
<td>→ Is the information kept up-to-date?</td>
</tr>
<tr>
<td></td>
<td>→ Is there any indication of when the information was last updated?</td>
</tr>
<tr>
<td></td>
<td>→ Are any links up to date and working?</td>
</tr>
</tbody>
</table>
Using online encyclopedias and other similar information websites

As a tool for research, free online encyclopedias can be valuable resources, but there are several reasons why students should be cautious in using them:

→ they tend to be general encyclopedias
→ very often the author is unknown
→ there is no guarantee that the content meets standards of academic rigour—it may not, for example, have been through a process of peer review
→ the content can be unstable, in that it can change at any time.

Teachers, supervisors and coordinators may choose to caution against the use of free online encyclopedias and other similar information websites. Certainly a bibliography that only cites these for reference or an argument that is overly reliant on them will not demonstrate the necessary “range of sources” required by the assessment criteria for the extended essay. They may also not be relevant or appropriate for the research question being explored.

Many online encyclopedias are not scholarly sources; however, if used appropriately and critically they can offer a useful starting point for many students undertaking research. Rather than absolutely discouraging the use of these sites, it may be more supportive to explore their potential as a platform for training students in research and thinking skills, especially in terms of assessing and evaluating the information they provide.

The internet is part of the education information ecosystem and a “real-world” source that many students engage with. The rise in popularity of free online encyclopedias has led to a shift in how knowledge and expertise is viewed, with new definitions of notions such as authority and expertise. For this reason, ensuring that students use it in an informed way is essential if they are to develop the necessary research, critical thinking and reflection skills in which the extended essay places value.

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

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

The key point to remember, if students do use information that is found on the internet, is that they are responsible for ensuring that it is both reliable and accurate. One way a supervisor could facilitate this as a learning opportunity is in terms of a discussion with students about the quality of their sources. This could take the form of asking students to produce an annotated bibliography as part of their Researcher’s reflection space. An annotated bibliography provides a concise summary of each source and some assessment of its value and relevance. A good annotated bibliography will:

→ encourage students to think critically about the sources they are using and how these relate to their chosen research area in terms of their relevance for example
→ provide a way to help students determine whether a source is of use to them in their research
→ Allow students to keep track of their reading and enable them to make informed decisions about which sources to use in writing their essay.

**Use of computer programs**

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

Computer programs may only be included (in particular circumstances) in computer science and physics essays. (See the “Computer science” and “Physics” sections for further details.)

**Reliance on external resources**

Irrespective of the subject, the extended essay should be a complete piece of independent research, modeled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay. Material that is pertinent to the argument being made must be contained in the essay itself to be considered by examiners in their assessment of it.

As with appendices, if information central to the argument is included in the external link, it is treated as though the point has not been made and as such could affect different criteria, for example, criterion C (critical thinking), depending on the quality of the other analyses.
Extended Essay Subjects

*See Ms. A for detailed info on specific topics or read the full guide [here](#)

The IBO requires no prior knowledge in order to write an Extended Essay however it is expected that the student is studying the subject of choice so that the topic chosen can be investigated at a reasonable academic level.

**Group 1: Language and Literature (A)**
- Category 1: Studies of literary work (in language in which essay is presented)
- Category 2: Studies of literary work in language in which essay is presented compared to literary work written in another language
- Category 3: Studies in Language

**Group 2: Language Acquisition (B)**
- Category 1: Language
- Category 2: Culture and society
- Category 3: Literature

- **Biology**
- **Business and management**
- **Chemistry**
- **Classical Greek and Latin**
- **Computer science**
- **Dance**
- **Design technology**
- **Economics**
- **Environmental systems and societies**
- **Film**
- **Geography**
- **History**
- **Human rights**
- **Information technology in a global society**
- **Literature and performance**
- **Mathematics**
- **Music**
- **Peace and conflict studies**
- **Philosophy**
- **Physics**
- **Politics**
- **Psychology**
- **Social and cultural anthropology**
- **Sports, exercise and health science**
- **Theatre**
- **Visual arts**
- **World religions**
- **World studies**
Appendix:
Check-ins &
Supporting Documents
**First Year:**

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Monthly Goals:</th>
<th>Area of Focus:</th>
<th>Upcoming Deadlines:</th>
</tr>
</thead>
</table>
| September 2018 | ➔ Join the Google Classroom  
➤ Browse the E.E. Guide  
➤ Look at Content Areas  
➤ Take contract home & Discuss with parents/guardians | Getting to know the EE. | Subject Area & E.E. Contract are due in November. |
| October 2018   | ➔ Meet with librarian *(Monday 10/22 Day 4 Block 2B)*  
  ➔ Review various R.Q’s  
    o Start drafting your own Research Question | Be sure to research, look up and read about a topic of interest. | Subject Area Proposal Form  
Extended Essay Contract |
| November 2018  |  
**Hand in E.E. Contract by 11/9**  
**Hand in Subject Area by 11/9**  
➤ Review Rubric  
➤ Read a graded sample essay in selected content area | Understanding the assessment | Progress Form 1 |
| December 2018  | ➔ Formally explore your topic of interest  
**Progress Form 1 Due by: 12/14**  
➤ Review various R.Q’s  
    o Start drafting your own Research Question | Finding and evaluating sources | Progress Form 2  
Research Question Proposal Form |
| January 2019   | ➔ Meet with your newly assigned supervisor  
➤ Continue formulating and formatting your Research Question  
➤ Continue finding and evaluating sources  
**Progress Form 2 Due by: 1/18** | Meet with your newly assigned supervisor  
R.Q & Finding and evaluating sources | Research Question |
| February 2019  |  
**Proposed Research Question Proposal Form Due 2/15**  
➤ Meet with librarian to discuss and evaluate R.Q. | R.Q & Finding and evaluating sources | |
| March 2019     | ➔ Refine Research Question  
➤ Meet with Supervisors to refine and finalize their R.Q. | R.Q & Finding and evaluating sources | U of R trip |
### July & August

Complete first draft of your Extended Essay – Aiming for 2,000-3000 words.

**Due September, 20 2019**

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#### Second Year:

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Monthly Goals:</th>
<th>Area of Focus:</th>
<th>Upcoming Deadlines:</th>
</tr>
</thead>
</table>
| September 2019 |  - **First draft due 9/20**  
  - **Progress Form 3 Due by 9/27**  
  → Meet with librarian to discuss progress & upcoming U of R trip  
  → Meet with supervisor to discuss progress, draft, and bibliography. | Writing paper                  | Draft Interim RPPF                                   |
| October 2019    |  → Students attend full day U of R  
  → Find supplemental information  
  → Continue to work on final draft  | Refining paper                  | Second & final draft (3,000+ words)                  |
| November 2019   |  - **Second & final draft due 11/1**  
  - **Progress Form 4 Due: 11/22**  
  Meet with supervisor to review draft and discuss recommendations for the final version of their paper.  
  Supervisor will have read the 2nd full draft before meeting | Refining paper                  | Final paper                                           |
| December 2019   |  → Finalizing Paper                                                                                                                                                                                                    | Be sure to pay attention to formatting | Final Paper                                           |
| January 2020    |  - **Final Draft of Extended Essay is due: 1/10/20**  
  - **Complete final reflection: Viva Voce**                                                                                                                                                                         |                                |                                                        |
| February 2020   | Relax! You made it!                                                                                                                                                                                                   |                                |                                                        |
Philosophy:

The Churchville-Chili Central School district aims to provide a program where academic honesty is an integral part of student learning. The values and skills that promote personal integrity and honesty will be included in all teaching, learning, and assessment. Students understand that academic honesty is an expectation and requirement of all student work.

Academic Honesty:

Honesty is the quality of being truthful, upright and fair. Academic misconduct is defined as actions which allow students to gain an unfair advantage or work that is presented by students that is not their own. This can include plagiarism, collusion, cheating, copying and/or duplication of work. Students should avoid these activities, including assisting other students in any of these activities. Students that are part of the Churchville-Chili Central School District are expected to understand the importance of academic honesty and try their best to avoid academic misconduct, whether intentional or unintentional.

Procedure for Suspected Academic Misconduct

The suspicion of academic misconduct will be taken very seriously. When a student is suspected of academic misconduct, the following procedures will take place:

- The teacher who suspects the student of academic misconduct will document the violation and report it to the corresponding administrator. If the student is an International Baccalaureate* student, the IB coordinator will also be notified.
- The administrator will record the violation in the student’s disciplinary record and determine whether the violation in question is the student’s first offense.
- There will be a meeting with the teacher, student, parent/guardian, administrator and IB coordinator (with IB students). The purpose is to discuss the academic honesty policy with the student, clarify the violation in question, assist the student in preventing violations and/or assign consequences.

Consequences for Academic Misconduct

The following are possible first-time violations for academic misconduct. They include (but are not limited to):

- Notification of offense to pertinent administrators including IB coordinator where pertinent
- Meeting with teacher and IB coordinator, if pertinent
- Meeting with teacher and principal
- Parent meeting
- Re-submit assignment by assigned deadline
- Letter placed in student file
- Letter sent home to parent/guardian
- Lowered grade
- Detention
The following are possible subsequent violations for academic misconduct. They include (but are not limited to):

- Notification of offense to pertinent administrators including IB coordinator where pertinent.
- Detention
- Letter placed in student file
- Meeting with teacher, parent/guardian, corresponding administrator including IB coordinator where pertinent
- Disqualification of assignment
- Letter sent home to parent/guardian

* If academic misconduct occurs on an IB assessment, the school will follow the recommended guidelines of the International Baccalaureate organization.

By signing below, I am confirming the following statements:

- I understand that this policy is in place for all classes at the Churchville-Chili Senior High School, not only the IB program.
- I have received a copy of Churchville-Chili Central School District’s policy #7300, Academic Honesty, and have read and understand what constitutes academic misconduct.
- I further understand that any form of academic misconduct will constitute consequences as outlined in Churchville-Chili Central School District’s policy regulation #7300R, Academic Misconduct (Dishonesty) Investigation Procedures and Consequences. Offenses may affect my discipline record, my college admissions, my grades, and my membership in honor societies and school organizations.
- All work that I submit to my teachers for assessment will be my own authentic work.

---------------------------------- -----------------------------  
Candidates Name (printed)        Candidates Signature         Date

----------------------------------  
Parent/Guardian’s Name (printed) Parent/Guardian’s Signature Date

Copy for: _____ IB Coordinator _____ EE Supervisor _____ EE Coordinator _____ Student/Parents
Malpractice & Authenticity

As an IB Candidate School, Churchville-Chili CSD upholds the IB Programme requirement that “all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate produced work. All quotations in a candidate’s examination script must be properly acknowledged.”

Malpractice:

The IB offers the following definitions for malpractice:

- Plagiarism is defined by the IB as the representation of the ideas or work of another person as the student’s own. Plagiarism may include improper or missing citations, failure to acknowledge original authorship, and copying information from the internet. Students should be aware that both faculty and the IB utilize plagiarism detection software.

- Collusion is defined as supporting malpractice by another candidate. Students are encouraged to collaborate, and are often asked to participate in group projects. However, the IB requires “that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism)”

- Duplication of work is defined as the presentation of the same work for different assessment components and/or diploma requirements. Additional examples of malpractice, as provided by the IB: · taking unauthorized material into an examination room (such as cell/mobile phone, written notes). · leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination · misconduct during an examination, including any attempt to disrupt the examination or distract another candidate

- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination · failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination · impersonating another candidate · stealing examination papers · using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper · disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination.

- Additional examples of malpractice, as provided by the IB:

  - Taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
  - Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
  - Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.
  - Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
  - Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination.
  - Impersonating another candidate.
  - Stealing examination papers.
  - Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper.
  - Disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination.

Consequences:

Consequences may include lack of credit for the assignment in question, loss of academic credit, as well as removal from the IB Programme. An egregious violation will lead to suspension, probation, or dismissal from school. Any tampering with teacher testing materials, record books, or grading software constitutes a serious offense and makes a student liable for dismissal. Additionally, students in the IB Program will have any suspected malpractice reported to the IB which may result in the above mentioned consequences. These consequences are in addition to those outlined in the Consequences for Academic Misconduct Board of education policy 7300R & 7300F.
Extended Essay Contract

Please read through the following guidelines and expectations carefully with your parents/guardian. Please initial next to each bullet point, and sign the bottom of the document signifying you have read and understood the outlined information. This contract is due back to Ms. Amorese by November 9, 2018

A. I hereby recognize that as a student, undertaking the Extended Essay as part of my IB Diploma it is my responsibility to:

<table>
<thead>
<tr>
<th></th>
<th>Student initial</th>
<th>Parent/Guardian initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Read the latest version of the general guidelines for the Extended Essay</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Read the subject-specific guidelines for my chosen Extended Essay subject</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Adhear to deadlines and/or meetings requests made by Ms. Amorese, Mrs. Fahy and/or my Extended Essay Supervisor</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Adhear to all policies relating to academic honesty, espically with regards to: referencing of all source material used in my Extended Essay, and agree that any breaches with regards to academic honesty are all my responsibility.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Adhear to the Churchville-Chili CSD code of conduct as well as the IB’s ethical guidelines at all times.</td>
<td></td>
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</table>

B. I hereby acknowledge it is my supervisors’s responsibility to:

<table>
<thead>
<tr>
<th></th>
<th>Student initial</th>
<th>Parent/Guardian initial</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>Provide encourament and advice specific to my chosen subject/topic</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Validate the orignality of my work (including the use of turnitin)</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Provide feedback on the development of candidate(s) research question (R.Q.)</td>
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</tr>
<tr>
<td>✓</td>
<td>Provide one piece of formal feedback (your first draft)</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Complete the supervisort report/sign off on my reflections on the Reflections on Planning and Progress Form (RPPF).</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Read and sumbit a predictive grade to the IB coordinator, Mrs. Fahy</td>
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C. I hereby acknowledge it is Ms. Amorese’s responsibility to:

<table>
<thead>
<tr>
<th></th>
<th>Student initial</th>
<th>Parent/Guardian initial</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>Match candidates to a supervisor based on their chosen subject/topic</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Provide general guidance with regards to appropriate research skills</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Provide support and access to academic and scholarly resources</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Provide regular check-ins to monitor candidates progress</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Provide applicable feedback on 5 week reports and report cards</td>
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</table>
D. I hereby acknowledge it is **NOT** my supervisors’s or Ms. Amorese’s responsibility to:

<table>
<thead>
<tr>
<th>Student initial</th>
<th>Parent/Guardian initial</th>
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<tr>
<td>✓ Tell me what to write or provide me with a R.Q.</td>
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<tr>
<td>✓ Provide me with the resource or source materials</td>
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<tr>
<td>✓ Edit my work (including annotating, writing and/or checking my research findings)</td>
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</tr>
<tr>
<td>✓ Spend more than five hours (cumulative) supervising my Extended Essay</td>
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</table>

E. I understand that my supervisor, although striving to support me in the best possible way, cannot guarantee a specific grade.

F. Finally, I recognize and agree that no grade will be awarded for the Extended Essay if I am found in breach of the rules governing academic honesty.

**Students:**

I understand that my Extended Essay Supervisor, Ms. Amorese or Mrs. Fahy can declare this agreement void if I fail to fulfill its conditions. In particular, I understand and agree that Churchville-Chili CSD will not submit my Extended Essay to the I.B. and that I will not receive the I.B. Diploma if I am unable to satisfy my Supervisor and/or IB DP Coordinator about the authenticity of my Extended Essay.

<table>
<thead>
<tr>
<th>Candidates Name (printed)</th>
<th>Candidates Signature</th>
<th>Date</th>
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**Parent/Guardian:**

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will offer my parental/guardian support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in this contract. I understand that students must complete the extended essay in order receive the I.B. Diploma.

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<thead>
<tr>
<th>Parent/Guardian’s Name (printed)</th>
<th>Parent/Guardian’s Signature</th>
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</table>
Please select which area you will be focusing on for your Extended Essay:

- Language and Literature (A)
- Language Acquisition (B)
- Biology
- Business and management
- Chemistry
- Classical Greek and Latin
- Computer science
- Dance
- Design technology
- Economics
- World studies
- Environmental systems and societies
- Film
- Geography
- History
- Human rights
- Information technology in a global society
- Literature and performance
- Mathematics
- Music
- Peace and conflict studies
- Philosophy
- Physics
- Politics
- Psychology
- Social and cultural anthropology
- Sports, exercise and health science
- Theatre
- Visual arts
- World religions

In selecting your subject area did you:

- Read the Extended Essay guide? □ Yes □ No
- Read the Extended Essay Subject Specific guide? □ Yes □ No
- Did you read sample Extended Essays in your chosen subject area? □ Yes □ No
- Do you have a specific topic (in your subject area of choice) in mind? □ Yes □ No

Candidates’ Printed Name: ____________________________________________________________

Candidates’ Signature: ______________________________________________________________

Date: ___________________________
Please use this form to explore potential topics within your subject area of choice. Please give this completed form (electronic or hard copy) back to Ms. Amorese by December 14, 2018.

<table>
<thead>
<tr>
<th>Candidate name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Subject area/topic:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed EE subject (Choice 1)</th>
<th>Specific topic area or initial research question</th>
<th>Rational for choosing this topic area</th>
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<thead>
<tr>
<th>Proposed EE subject (Choice 2)</th>
<th>Specific topic area or initial research question</th>
<th>Rational for choosing this topic area:</th>
</tr>
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<tr>
<th>For Coordinator/Supervisors: Has the student demonstrated an evidence of preliminary research into their two top choices?</th>
<th>Yes</th>
<th>No</th>
<th>Comments:</th>
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</thead>
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</table>
Supervisors: Please use this form to check in with your candidate in one of your meetings. Please give this completed form (electronic or hard copy) to the extended essay coordinator by January 30, 2019.

<table>
<thead>
<tr>
<th>Subject area/topic:</th>
<th>Date:</th>
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<tr>
<th>Candidate name:</th>
<th>Supervisor:</th>
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<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
<th>Supervisors Comments</th>
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</thead>
<tbody>
<tr>
<td>Has the candidate organized and attended planned meetings?</td>
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<tr>
<td>Has the candidate organized future meetings?</td>
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<tr>
<td>Does the candidate understand the general guidelines for the EE (i.e. Ethical guidelines)?</td>
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<tr>
<td>Has the candidate reviewed the general and subject-specific assessment criteria?</td>
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<tr>
<td>Has the candidate prepared a bibliography of relevant source materials?</td>
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<tr>
<td>Has the candidate engaged in any preliminary reading around their topic?</td>
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<tr>
<td>Does the candidate have a refined research question*?</td>
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<tr>
<td>Does the candidate possess necessary skills to conduct an EE in this subject?</td>
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<tr>
<td>Is the candidate’s attitude to the research process adequate?</td>
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<tr>
<td>Additional Comments:</td>
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*This is not formally due until 2/15
Keep in mind:

→ **Is your question Clear?** (Does the reader knows from the question the intent of the paper being read)

→ **Is your question focused?** (There is only one question to be answered and it is clearly tied to the discipline in which it is being written, can your topic be addressed within 4000 words?)

→ **Is your topic Researchable?** (There is information available for the student to do appropriate research on the topic to adequately address the research question)

→ **Is the question Arguable?** – The question allows for possible dissent and multiple perspectives, thus allowing for analysis and evaluation

**Subject Area:**

---

**Research Question:**

---

**Supervisor/candidate meeting notes on research Questions:**

---

**Candidates Name:** ___________________________  **Supervisor Name:** ___________________________

**Candidates Signature:** ___________________________  **Supervisor Signature:** ___________________________

**Date:** ___________________________  **Date:** ___________________________
**Extended Essay Progress form #3**

*Supervisors:* Please use this form to check in with your candidate in one of your meetings. Please give this completed form (electronic or hard copy) to the extended essay coordinator by 📆 September, 27 2019

<table>
<thead>
<tr>
<th>Subject area/topic:</th>
<th>Date:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Candidate name:</th>
<th>Supervisor:</th>
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</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
<th>Supervisor comments</th>
</tr>
</thead>
</table>
| 1. Can the candidate demonstrate completion of planned reading/research? Including (as applicable)  
- Experiments  
- Fieldwork  
- Writing of notes  
- Data recordings  
Organization and analysis of findings |    |    |                      |
| 2. Does the candidate intend (or need) to complete further reading/research? |    |    |                      |
| 3. Has the candidate overcame any challenges during their research? |    |    |                      |
| 4. Did these challenges require the candidate to alter their course of research/questioning? |    |    |                      |
| 5. Does the candidate require additional time before the writing phase? |    |    |                      |

Additional comments:
**Supervisors:** Please use this form to check in with your candidate in one of your meetings. Please give this completed form (electronic or hard copy) to Ms. Amorese by **November 22, 2019**

<table>
<thead>
<tr>
<th>Candidate name:</th>
<th>Supervisor:</th>
<th>Date:</th>
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<tbody>
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</table>

**Subject area/topic:**

**Refined research Question:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
<th>Comments:</th>
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</table>

- Has the candidate presented some preliminary writing or shown portions of their essay for review and discussion?
- Does the candidate have a plan for completing the first draft?
- Is the candidate on track to complete their paper by the due date (1/10/2020)?

**Additional comments:**

<p>| |</p>
<table>
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</table>
Extended Essay Candidate Checklist

Use the following checklist to help you meet the IB General Assessment Criteria. This checklist is entirely optional and designed to support your final steps of your extended essay. Please see your supervisor or Ms. Amorese if you have any questions.

**Cover Page (Title Page)**
- Have you included the research question?
- Have you stated the subject?
- Have you included your personal code?
- Is your paper anonymous (no candidate name, number, no school names, school numbers etc.)
- Have you declared your word count?

**Declaration of Authenticity**
- Have you submitted your paper to TurnItIn?
- Have you received a similarity report from Ms. Amorese/TurnItIn?
- Have you signed & dated the declaration of authenticity form? (*Be sure to include this form when you hand in your paper to your supervisor, if you have not turned it in already)

**Research Question (R.Q)**
- Is your title phrased as a probing question?
- Is the R.Q. clearly stated?
- Is the purpose and focus of your R.Q. clear and appropriate?
- Have you outlined why your R.Q. is worthy of investigation?
- Can your R.Q. be answered in 4,000 words? (Is it focused rather than generalized/vague)

**Contents Page**
- Have you included a contents page?
- Have you used subject headings?
- Have you included page numbers?
- Are the included page numbers accurate?

**Methodology**
- Have you made it clear why your methodology is relevant to the R.Q.?
- Have you outlined how your sources help you answer your R.Q.?
- Have you used an array of suitable and reputable sources?
- Is there evidence of informed selections of sources?
- Have you used all aspects of the methodology mentioned in the introduction of your essay?
<table>
<thead>
<tr>
<th>Analysis, discussion &amp; Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you used subject-specific terminology and concepts appropriately, accurately and consistently?</td>
</tr>
<tr>
<td>Have you made links between your research findings/data collection and your R.Q.?</td>
</tr>
<tr>
<td>Have you explained the significance of the information/data in your essay?</td>
</tr>
<tr>
<td>Are your points supported by evidence?</td>
</tr>
<tr>
<td>Are your arguments consistent with the analysis and sources presented?</td>
</tr>
<tr>
<td>Have you acknowledged the significance of possible errors or omissions that may have occurred in your research?</td>
</tr>
<tr>
<td>Have you considered the degree of reliability (strengths and limitations) of your sources?</td>
</tr>
<tr>
<td>Have you provided a critical evaluation of the methodologies, data and subject specific tools used?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
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<tbody>
<tr>
<td>Is your R.Q. restarted and appears in <strong>bold</strong> in the conclusion?</td>
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<tr>
<td>Is your conclusion consistent with the discussion provided in the essay?</td>
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<tr>
<td>Have you provided reasoned arguments with the relevant evidence to justify your conclusion?</td>
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<tr>
<td>Is your conclusion meaningful and backed by researched evidence?</td>
</tr>
<tr>
<td>Does your conclusion acknowledge any unresolved questions</td>
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<tr>
<td>Does your conclusion address any new questions that have emerged (if any)?</td>
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<thead>
<tr>
<th>Reflections</th>
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<tr>
<td>Have you completed your beginning and interim reflections?</td>
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<tr>
<td>Have you demonstrated engagement with your R.Q. and the research process?</td>
</tr>
<tr>
<td>Is there any evidence of the thinking process behind any changes in direction in your research and methodology?</td>
</tr>
<tr>
<td>Have you highlighted the challenges you faced, and how you overcame these?</td>
</tr>
<tr>
<td>Upon competition of the Viva Voce, have you completed your final summative comments, signed and dated the RPPF before submitting to your supervisor?</td>
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<tr>
<td>Do your reflections highlight the successes in your learning journey?</td>
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<table>
<thead>
<tr>
<th>Formatting &amp; Formal Presentation</th>
</tr>
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<tbody>
<tr>
<td>Is your essay within 4,000 words?</td>
</tr>
<tr>
<td>Does your research question appear in <strong>bold</strong> in the introduction?</td>
</tr>
<tr>
<td>Is your text in Arial?</td>
</tr>
<tr>
<td>Is the essay 12 pt. font?</td>
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<tr>
<td>Is your essay double spaced?</td>
</tr>
<tr>
<td>Are the graphics/charts/images/illustrations numbered?</td>
</tr>
<tr>
<td>Are the graphics/charts/images/illustrations captioned?</td>
</tr>
<tr>
<td>Are the graphics/charts/images/illustrations referenced appropriately?</td>
</tr>
<tr>
<td>Are the graphics/charts/images/illustrations correctly labeled?</td>
</tr>
<tr>
<td>Do the page numbers in your table of contents match the page numbers in the text?</td>
</tr>
<tr>
<td>Have you proofread the entire essay for the spelling, punctuation and/or grammatical errors?</td>
</tr>
<tr>
<td>Have you used a consistent system to cite and reference your sources?</td>
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</tbody>
</table>
If quotations have been used, have you clearly indicated these by using quotation marks or indented paragraphs? □
Has the source of each quotation been cited? □
Where you have used the ideas of someone else, have you clearly indicated where this starts and ends? □
Does the appendix item (if used) contain only relevant and necessary information? □
Does the appendix item (if used) have a title and an appropriate source? □
Are each of the appendix item (if used) clearly mentioned in the text of your essay? □
Are all references to items in the appendix clearly cross-referenced, including the relevant page numbers? □

**Bibliography (Work cited or References)**
- Have you included a bibliography, containing all your sources used to research and write the E.E. □
- Is your bibliography in alphabetical order? □
- Do you citations in the body of the essay match the correct references in the bibliography □
- Does your bibliography specify author(s), title(s), dates of publication, and the publisher for every reference? □
- Is the punctuation in the bibliography consistent? □

**Miscellaneous**
- Have you referred to your R.Q. throughout the essay (not just in the introduction & conclusion)? □
- Have you reviewed the comments/suggestions your supervisor gave you on your rough draft and made changes accordingly? □
- Have you shared a soft copy of your final paper with a peer? □
- Do you have everything ready to submit your final completed essay to your supervisor by the final deadline? □

**When handing in your final copy of your paper to your supervisor please be sure to include:**
- Two hard copies of your final paper □
- Your RPPF Form (this should be in your google docs) □
- Time log spent with your supervisor □
- Declaration of Authenticity □

Your final paper is due on January 10, 2020
**Extended Essay Time Log**

**Supervisors & Students:** Please use this form to track your meetings. Please give this completed form (electronic or hard copy) to Ms. Amorese by **February 10, 2020**

<table>
<thead>
<tr>
<th>Supervisor:</th>
<th>Candidate:</th>
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<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Duration of meeting (hour/minutes)</th>
<th>Notes:</th>
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<tr>
<th>Total time met:</th>
<th>Hours</th>
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**Supervisors:** Please hand in the following information with this form, no later than **February 10, 2020**

- Your assessment/grade based on rubric.
- Predictive grade of candidates extended essay: __________
- Your portion of the RPPF
- 2 Unmarked copy of students Extended Essay