

**International Baccalaureate
Diploma Programme**

EXTENDED ESSAY HANDBOOK

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Table of Contents

- 1 What is an Extended Essay ?- Key features**
- 2 General requirements of the EE**
- 3 How to write EE ?**
- 4 Practical tips**
- 5 Checklist on practical tips on how to write the EE**
- 6 Steps of doing research**
- 7 Subjects and topics**
- 8 Checklist on subjects and topics**
- 9 Subject choice**
- 10 Supervision process- What is the role of supervisors ?**
- 11 What is the role of the Extended Essay Coordinator ?**
- 12 Required elements of the EE**
- 13 Introduction
- 14 Formulating a research question
- 15 Body of the essay (research, analysis, discussion, evaluation)
- 16 Conclusion
- 17 Formalities of the EE**
 - a) Word Counts
 - b) Formatting
 - c) Title/topic and title page
 - d) Contents page
 - e) Footnotes
 - f) Illustrations
 - g) Bibliographies, references, citations
- 18 School deadlines for Extended Essay**
- 19 Marking of the EE**

- 20 The diploma bonus points (EE +TOK essay)**
- 21 Assessment Criteria**
- 22 Overview of the EE criteria**
- 23 The assessment criteria**
 - a) Criterion A: Focus and method
 - b) Criterion B: Knowledge and understanding
 - c) Criterion C: Critical Thinking
 - d) Criterion D: Presentation
 - e) Criterion E: Engagement
- 24 Checklist against criteria A-E**
- 25 Assessment grade descriptions for the extended essay**
- 26 Academic Honesty and Academic Misconduct**
- 27 Examples of good practice regarding EE**
- 28 Examples of unacceptable practice**
- 29 Checklist for referencing, formatting, structure, language and style**
- 30 EE and frequently asked questions**
- 31 Measures taken to provide support**
- 32 Investigating malpractice at school**
- 33 Active and passive research**
- 34 Qualitative and quantitative research**
- 35 Deductive and inductive reasoning**
- 36 Examples of phrases that you should and shouldn't use while writing EE**
- 37 Useful phrases for EE**
- 38 Useful links for E**
- 39 Bibliography/References/Works Cited**

1 What is an Extended Essay ?¹

Key features

“The extended essay is an in-depth study of a focused topic chosen which is compulsory for all students taking the Diploma Programme. The extended essay process helps prepare students for success at university since it provides the opportunity to engage in independent research with intellectual initiative, creativity and rigour.

While writing it students will be developing research, thinking, self-management and communication skills. On top of that, it is a marvelous opportunity to reflect on and record what has been learned throughout the whole research and writing process”.

2. General requirements of the Extended Essay

- a) you must achieve a grade D or higher (A,B ,C) to pass the Diploma Programme
- b) the Extended Essay is externally assessed and, together with marks for TOK, contributes between 0-3 bonus points to the total score for the Diploma Programme
- c) it is independent research on a topic you choose in consultation with your supervisor in the school
- d) it is presented as a formal piece of academic writing containing no more than 4,000 words.
- e) it is accompanied by a reflection form **(RPPF)** of no more than 500 words. This must be uploaded with the Extended Essay
- f) the Extended Essay should be the result of approximately 40 hours of work by the student

1

g) the whole process included 3 mandatory reflection sessions (initial, interim, final) as well as some check-in sessions with the supervisor who is supposed to write together with you **reflections** on the RPPF after each session

h) the final reflection session is called the *viva voce*. It is a concluding interview with the supervisor. The reflection process will also be separately assessed based on your words on the **Reflection on planning and progress Form (RPPF)**.

3. How to write the extended essay

In a nutshell, in order to write your EE in proper way you need to follow the following steps:

a) provide a logical and coherent explanation for your choice of topic

b) review what has already been written about the topic

c) formulate a clear research question. You should remember that it must be written as a question. You are supposed to briefly indicate which theories and studies you will use. Moreover, you need to describe the methods you intend to use to investigate the question.

d) explain your plan for the paper (explain how the argument will develop throughout the paper)

e) describe the methods you use to investigate the question

f) come up with reasoned interpretations and conclusions based on your reading and research

g) submit a set of reflections on the process of researching and writing your extended essay. Precisely, you need to write three formal reflections: one early on in the process, an interim meeting and then after the final *viva voce*. IB refers to it as “Planning, Process and Product.” The reflections must show critical thinking and evaluation of the process. It is worth noticing that it can’t be simply a description of what you have been doing.

4. Practical tips on how to write the extended essay

Tip No.1. **Make the plan of your extended essay**- Planning may involve simply generating ideas and exploring the relationships between them. This will become more detailed as you work on your extended essay. You should think of a writing plan as a road map. Without a map, you may easily lose your way. Planning also involves organizing the ideas you have produced and ensuring that they are written in logically developed and grammatically correct sentences. Firstly, prepare a well-structured outline of contents of your EE. In this outline you should get an overview of your main arguments and what supporting evidence you have gathered. Thanks to it you should be able to realize how your data fits your analysis and how everything you want to include connects back to your research question. Remember that introduction is a vital step.

Presenting your RQ correctly and explaining how you approach it and outlining the methods you're going to use will make your essay smooth. Furthermore, do some background reading and make sure you refer to a variety of relevant textbooks, syntheses and possibly online research. It should help you to place your research question well in its context. Finally, remember that preparing a clear **Table of contents** is vital because it will make it easier for the reader to move between the parts of your research.

Tip No.2. Find appropriate sources : Choose your sources carefully and use academic sources. Determine which kind of sources you would like to examine and include in your essay. Think where your sources might fit in your essay and in what ways they contribute to the whole essay structure. Make sure that they relate directly to your research question. Remember to include both primary sources, for example, interviews and secondary ones to ensure that you process different points of view. Using a variety of sources such as news coverage, research papers, diaries and alike should make the whole research really inspiring. In fact, you should be able to find appropriate sources easily in your school but also in some local libraries and online. Should the occasion arise, use the knowledge of experts in the field or visit somewhere significant to your research, for example, a museum, gallery or research centre. In particular you should pay attention to the following while choosing your sources:

- a) information about the author(s) such as his/her/their degree(s), profession(s), reviews about his/her/their published work(s)
- b) reviews of these sources (not only made by their authors but also by other researchers, scholars, publishing companies)
- c) origins of these sources (for example who were they published by /when were they published?/publishing company/ content of references)
- d) whether data included in these sources are up-to-date (don't use sources including outdated data)
- e) content of these sources. check whether the information from such sources are reliable, based on academic research, supported by some evidence/examples
- f) categorizing the sources. Analyse whether these sources are primary, secondary or tertiary. If you are not sure about it then ask your tutor/supervisor/librarian for some advice or recommendations.

Tip. No.3. Read the assessment criteria at the onset of your research. Make sure you have read thoroughly and understood the assessment criteria regarding specific criteria how to write introduction, conclusion and how to analyse ! This should help you to determine which aspects you are going to analyse in your work , for example, what you intend to discuss in the introduction, the main body and conclusion. Never ever disregard the assessment criteria!. Don't miss out on any easy points simply because you failed to read the assessment criteria thoroughly

enough! Also ensure that when you engage with literature you use appropriate references to avoid plagiarism. On top of that, consult the checklists before, during and after you completed your assignment.

Tip No.4. **Take notes regularly** : Taking notes and keeping them organized will definitely save a lot of your time even if at first it seems to be the waste of time or simply prolongs your writing process. In fact, this habit can help you to remember what aspects you are planning to analyse in your paper, to sum up your ideas and may help to plan your writing process as a whole. Make an effort to have a system of note-taking. There are various styles, for example, they could be the

bullet points, the whole sentences, pattern notes, mind maps, sticky notes etc. It is up to you which way of making notes you choose . Simply follow the one which seems to be the most suitable for you. However, make sure to include and focus on information which has a direct link to your research question. Otherwise, you are risking that your essay may refer at least to some extent to irrelevant aspects for research. Besides remember that when we are writing up a major piece of work, many ideas and insights come to us when we are not actually writing. A notebook and a pen is probably the best way to capture these thoughts before they disappear. The notebook itself can become a place where you develop the ideas and even start to formulate how the ideas will be developed in textual form.

Tip No. 5. **Write regularly**: Writing should become a part of your daily routine. It is advisable to timetable a writing period and aim to produce some text every time. Write the bibliography and the citations while writing your EE instead of doing it in the last minute. Do your best to divide your writing process into manageable chunks over a longer period of time. Such approach should help you not be overwhelmed with your work and will also make it possible for you to manage your time well, and meet the deadlines successfully. For example, you can decide on which days you intend to write the particular parts of your paper, you can set the order on the basis of which you write your paper. It is generally recommended that you should spend about half of your time researching which includes data analysis. This means around 20 hours. The rest of your time should be devoted to planning, outlining, writing, re-drafting and editing. With regard to time management you should also remember about taking efficient breaks during your study. Having regular breaks is always useful in order to refresh your mind, rest your eyes.

Tip No. 6. **Treat writing as a process**: Spend approximately 40 hours in total on the EE. Treat writing EE as a good learning experience. Successful writers usually write initial drafts, redraft, work on final drafts and then edit their words. This means this process is ongoing since writers return to their initial texts, revising and redrafting them. Moreover, read what you have written back to yourself. Reading your text out loud is actually the best way of checking this. Regard your research as a sort of web. For example, you may wish to explore some new aspects of research building on what you have already learnt about a particular issue.

Tip No. 7. **Make appropriate arguments in your paper**: Do your best to write in a convincing,

coherent way to make your readers/tutor/supervisor follow your points of view with ease. Also you should be the guide for your reader in researching a specific problem/issue. Thus, use clear, academic language and formal language. To ensure that your reader understands your point it is advisable to write brief sentences rather than convoluted ones. Besides make an effort to keep order in your paper and structure your paper. To ensure it, sum up every part of your research, making transitions between following parts. Moreover, you should avoid expressing personal emotional standpoints while presenting your arguments. Also acknowledge both arguments and counter-arguments and discuss them as well to ensure you are not biased. For example, present some examples/evidence to support your arguments and counter-argument. Provide the relevance/significance of your arguments/counter-arguments and present where your examples come from.

Tip No. 8. **Deadlines and reflections:** You have to meet all deadlines both internal and external. You need to be well-prepared for all reflection sessions. Reflect and write about your self-management skills in the process on the RPPF document. Be aware that there should be at least three official reflection sessions arranged. You should prepare them with some help from your supervisor. These need to be officially signed by your supervisor. Besides you need to be prepared for several additional check-in sessions which should help you to be making fast progress while writing your EE.

Example of first reflection session (RPPF completed by student and supervisor). This example is taken from Extended Essay Handbook, Ikast- Brande Gymnasium, February 2018.

Candidate comments: *I knew early on what I wanted to focus of my EE to be. I wanted to choose a personal interest as I knew that would increase my engagement with the subject matter. I brainstormed a few ideas with the PE staff and decided on researching the effectiveness of whey protein supplements for building muscles, within the subject of biology. I am interested in the science behind protein supplements and will investigate the different amino acids that make up the whey protein. My supervisor suggested I look into an appropriate timeline for my research and set out a clear method for investigation.*

Tip No 9. **Your research or investigation must follow all ethical and health restrictions required by the IBO.** You should ensure that your research does not cause any harm or health problems to humans or any living creatures. You should also avoid interfering with any confidential or private issues, for example, while investigating medical records. By no means should you attempt at using materials which are dangerous such as radioactive ones to give just one example!

Tip No.10. **Self- motivation is essential:** This is a key factor to complete your task successfully. Self-motivation will enable you to stay focused on your work and not to give up easily. Manage challenges/tasks successfully and do your best to regard them as new life practical experience

rather than arduous work. Think positively and believe in yourself. For example, think about some benefits ,for example, envisage completing your task as a success. Set own goals and make a plan how to achieve them in a manageable way.

5.Checklist : The Research process

The following checklist has been taken from Lanterna Education (2017) online resources.

Have you

- *established an approach to meet your research question?*
- *done appropriate background reading?*
- *used both primary/experimental and secondary sources ?*
- *consulted several different types of sources?*
- *consulted sources demonstrating different points of view ?*
- *made clear and thorough notes ?*
- *noted the title, author, publisher, and publication date for each of your secondary sources?*
- *always acknowledged quotations in your notes ?*
- *always noted source criticisms and/or your own reflections ?*

6. STEPS OF DOING RESEARCH ²

While doing your research study you should consider several steps to help you arrange the whole process well. The basic steps could be as follows:

STEP I : Formulating a research problem: It is the first and really important step in research process since it determines your research , so what you intend to research and find out in your extended essay.

STEP II : Conceptualizing a research design: This step is extremely important feature of research since it involves the use of appropriate methods. You have to decide, describe, justify and explain how you will find answers to your research question. For any investigation, the selection of the appropriate research design is important in order to make it possible to arrive at

² Kumar, Ranjit (2014) Research Methodology. A Step-By-Step Guide For Beginners. Fourth Edition. London: Sage

valid findings, comparisons and conclusions. While selecting research design it's crucial to ensure that it is valid, workable and manageable.

STEP III : Constructing an instrument/research tool for data collection: It refers to means of collecting information for your study e.g. interview schedules, questionnaires, notes on field observations, field diaries, interview guides, information from secondary sources. It is the first 'practical' step in carrying your study. You need to decide how you are going to collect data for the proposed study and then you need to construct a research instrument for data collection

³If data are to be collected specifically for your study then you either need to construct a research instrument or you have to select one that has already been structured.

STEP IV : Selecting a sample :The accuracy of your findings largely depends upon the way of selection a sample The basic objective of any sampling design is to minimise, within the limitation of cost, the gap between the values obtained from your sample and those prevalent in the study population When selecting a sample 2 key aims of sampling should be achieved : the avoidance of bias in the selection of a sample and the maximum precision for a given outlay of resources Three categories of sampling design: random/probability sampling designs, non-random/non-probability sampling designs, the 'mixed sampling designs The type of sampling strategy which is used will affect your ability to make generalisations from sample findings about the study population & the type of statistical tests which can be applied to the data.

STEP V: Preparing an overall plan : You need to have an overall plan in mind which tells the reader about your research problem you're planning to investigate regarding obtaining answers to your RQ. accurately and objectively. In particular, you need to ensure that it is clear for the reader what you're proposing to do, how you plan to proceed, why you selected the proposed strategy.

STEP VI : Collecting and processing data

It involves gathering required information by using many methods. However, you need to decide which method(s) you will adopt for data collection. As a researcher you have a choice how you attempt obtaining answers to your Research Question using data referring to a particular situation, person, problem or phenomenon. These are:

-primary data (observation- participant/non-participant ; interviewing – structured/unstructured ; questionnaire – mailed/online/collective)

-secondary data (different documents such as governmental publications, prior research, census, personal records, client histories, service records). The term refers to any information already collected for other purposes . You need to identify which information is required.

³ Kumar, Ranjit (2014) Research Methodology. A Step-By-Step Guide For Beginners. Fourth Edition. London: Sage

Methods of data collection can also be classified into 3 unstructured categories such as:

a) interviews (common in data collection, flexible in structure, free from rigid boundaries, in-depth in their search)

b) observations

c) secondary sources

With the purpose of identifying good quality of collected materials you need to make sure that the author's qualifications, occupation and experience is proper. Besides you should find out whether their pieces of work are reputable by other scholars/publishers and finally you should pay attention to the number and quantity of the references they used in their pieces of work

Another vital aspect is **critical reading**. Read the sources selectively and choose the most relevant information (those ones which relate the most exactly to research ; draw up a plan of your research to see what kind of information you look for , read between lines and browse through headings to gain/feel the book. Select by reliability (if sources are well-known and recommended by other scholars ; are they biased or not ? ; is this a good bibliography ? ; is the source from the publisher respected in your subject area ?

Basically, there three types of sources you should consider: primary, secondary and tertiary ones ⁴

PRIMARY SOURCES -The direct product of historical process which is being studied. In other words they are those documents (and audiovisual materials) that refer to a direct product of the time and process you are researching. They regarded as remains of the past that provide first-hand knowledge. They are fundamental for research, nevertheless, however, it does not mean that they are less biased or not necessarily more accurate than secondary sources. For example eye-witness reports, diaries, letters, diplomatic reports, original narratives and other narratives derived directly.

SECONDARY SOURCES - Such documents contain useful information about the general context of a specific historical phenomenon and summarize accepted knowledge. It is also vital to add that the secondary source is the coherent work of history, article, dissertation or book, in which both the intelligent layman and the historian who is venturing upon a new research topic, or keeping in touch with new discoveries in his chosen field, or seeking to widen his general knowledge, will look for they want. They are usually the starting point of research. For example scholarly histories of the EU, reference works, historical articles and monographs.

TERITARY SOURCES -These are reference works which are only based on secondary sources such as : Wikipedia, online encyclopaedia and dictionaries, school textbooks.

⁴ McCulloch, G. (2004). What is a primary source? + Online documents. In McCulloch, G., Documentary Research in Education, History and the Social Sciences (pp. 25-33). London, New York: Routledge Falmer

NOTE 1 : The distinction between primary and secondary sources – primary sources were created within the period studied, secondary sources are produced later, by historians studying that earlier period and making use of the primary sources created within it

NOTE 2 : Reflection of attitudes to issues in particular context or period defines if something is a primary or a secondary source – for instance a book which was a secondary source in the nineteenth century will normally not remain a useful secondary source for students in the twenty-first century, but may, if they are studying certain rather narrow aspects of the nineteenth century, become a primary source for them

7. Subjects and topics

First and foremost, you should choose a topic you find both engaging and challenging. In fact, any subject may be chosen even though it is highly recommended to choose a subject you actually study. Once you have chosen the subject make sure that the topic of your extended essay is narrow enough for an in-depth study. It is really vital to formulate your own research question which is not too broad. You should be able to answer the question through your extended essay. Avoid choosing a topic which would imply highly sophisticated research beyond your capabilities. Usually the best Extended Essays have a clear focus which drives their research and analysis. It is important to narrow the question, for example, if you are writing your EE within the area of history you could refer to a specific time period. Thus, your research question could be formulated like that:

Did the events of 1947 determine the USSR's rejection of the Marshall Plan?

Taking into consideration science subjects such as biology you could focus on a particular organism:

How are the distribution and growth of lichens affected by sulphur dioxide and ozone levels in the atmosphere ?⁵

Another example of RQ from the area of mathematics

What is the legacy of Archimedes' calculations of circular and parabolic areas in today's methods of integration ?

If you intend to choose a topic in group 1 then remember that Extended Essays in this group are only intended for candidates whose mother tongue is the language A chosen for the EE.

8. Checklist- Subjects and Topics

⁵ Examples of EE topics are taken from Lanterna Education Online Resources, 2016

This checklist is based on the checklist included in the Lanterna Education Free Online Resources,2016.

- a) Do you know the specific language and methods of the subject of your choice ?*
- b) Have you chosen a topic you are interested in ?*
- c) Have you considered originality while choosing your topic ?*
- d) Is your topic appropriate ? (neither too broad nor too narrow)*
- e) Have you used Researcher's Reflection Space to clarify your thought process ?*

9. Subject choice

The curriculum of the IB consists of six subject groups. These are studied concurrently and students are expected to study at least one subject from each group. This means that Diploma candidates have to select one subject from each of the six groups. However, it is possible to choose a second subject from Groups 2, 3 or 5 instead of group 6 subject.

You have to select three subjects at higher level (HL), and three at standard level (SL). HL courses represent approximately 240 teaching hours. SL courses cover 150 hours.

With regard to choosing your topic for extended essay within your chosen subject it is

highly recommended to write the essay on a topic chosen from the subjects you are actually studying but choosing a subject for the extended essay from other subjects is also possible. However, 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 list of subjects available at our school: With regard to extended essay, students are advised to choose a topic within one of the highlighted subjects offered at the school:

GROUP 1 - LANGUAGE A

Polish literature – HL/SL

The Literature course remains centred on the formal study of literary texts, and includes a broad range of text types

GROUP 2 – SECOND LANGUAGE-

English B –HL- English B course is offered only at Higher Level.

Other foreign languages

French ab initio SL- For those wishing to start a new language from scratch, we offer French
German SL-German can only be taken at Standard Level.

GROUP 3 – INDIVIDUALS AND SOCIETIES

History HL/SL

Geography HL/SL

Both subjects in this group are offered at Higher or Standard Level.

GROUP 4 – EXPERIMENTAL SCIENCES

Chemistry HL/SL

Biology HL/SL (available from 2020)

Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary Group 4 project taken at the end of the first year. Science subjects are offered at Higher and Standard Level.

GROUP 5- MATHEMATICS

Maths HL/SL

All candidates are required to complete a mathematics course. We offer: Higher Level Mathematics and Standard Level Mathematics.

Group 6 subjects are not offered.

10. Supervision process- What is the role of supervisors ?

Extended Essay supervisors are teachers of the subjects which students choose to write their extended essays. Supervisors monitor the whole process of preparing and writing extended essays. You should follow their advice regarding research, writing and presentation. Even though the success of your EE depends mainly on your input still the role of supervisors is also crucial in the whole process. In particular supervisors are supposed to do the following:

- support you in selecting EE topic and help you formulate a well-focused research question as well as prepare research plan
- arrange reflection sessions and check-in sessions to support you the research and writing process . It is recommended to devote around 3-5 hours to reflection sessions and chck-in sessions altogether
- help you to understand the Assessment Criteria

- monitor your progress . (supervisors sign and date RPPF documents after reflection sessions)
- comment on the drafts of the EE especially the first draft, however your supervisor should not edit it
- read the final version of your essay and confirm its authenticity
- conduct the viva voce and complete the RPPF

Bear in mind that supervisors are **not** responsible for reminding you of deadlines to meet. It is your duty to turn up to all scheduled meetings. It is strongly recommended that you keep a **Researchers' Reflection Space** that you use to self-monitor your progress as well. It could be either virtual or hand written.

11. What is the role of Extended Essay Coordinator ?

The school has chosen the Diploma Programme Extended Essay coordinator who is responsible for implementing and managing the extended essay research and writing process. The EE coordinator will have a huge impact on how the extended essay is undertaken and how students and supervisors engage with the process. In particular, the role of the EE coordinator is to :

- ensure that students are taught the necessary research skills, including those related to academic honesty
- ensure that students acquire the necessary skills referring to the ability to access and use technology responsibly including accessing and using electronically based sources. •
- support the introduction and use of the Researcher's reflection space as an integral part of the extended essay process. •
- ensure that the appropriate level of supervision can be provided for each student.
(There may be maximum 6 students allocated to each supervisor)•
- provide appropriate training and ongoing support for supervisors.

12. Required elements of the Extended Essay

There are SIX required elements of the Extended Essay:

- *Title page*
- *Table of contents*

- *Introduction*
- *Main body of the essay*
- *Conclusion*
- *Bibliography/References/Works Cited*

Notice: You **must not** include student name or name of your school on title page !

13. Introduction

In this part of the EE you should tell the reader what to expect in the essay. In particular, you are required to include your research question then discuss the theoretical framework of your topic and explain why your research is important. First you have to provide a logical and coherent explanation for your choice of the topic by explaining why you have chosen it and how you are going to deal with it. Then you are supposed to review what has already been written about the topic, namely, you need to provide some background and context information. You should also refer to the scope of the research and indicate the sources used.

On top of that you need to formulate a clear **research question!** Also You are supposed to briefly indicate which theories and studies you intend to use. Moreover, you need to briefly describe the methods you will use to investigate the question. This part should also include a clear statement of the thesis and argument which is the response to the research question to be developed in the essay. You will need to explain how the argument will develop throughout the paper. In other words, after you have laid out the framework and justification for the question, you need to explain your plan for the paper.

14. Formulating Research questions- Practical Tips

It is a truly important step of the research process since it provides a destination of your research. It is important to remember that it must be written as a question. Research Question could be compared to a foundation of a building because it will help to have clear idea what you want to find out as a result of your research. In fact, the way to formulate your RQ determines every step that follows : the type of study design that can be used ; the type of sampling strategy that can be employed; the research instrument that can be used/developed ; the type of analysis that can be undertaken.

It is highly advisable to consider a number of factors while selecting a RQ in order to make your study manageable:

a) Interests : The whole research process is usually time-consuming and involves working hard . Thus, if your topic is not interesting to investigate then it will be very difficult for you to approach your RQ successfully.

b) Magnitude and appropriateness of concepts: It is imperative to select a topic which is manageable within time and with the resources at your disposal . If concepts are used in your study, make sure they are appropriate. Avoid using those concepts you don't know how to handle because of limitations of the resources available to you or they are too general (e.g. reasons for World War II) or they are too obvious if not banal.

c) Level of expertise and relevance: Make sure to have adequate level of expertise for the task you're proposing. It is recommended to select a topic that is relevant and possibly even adds to the existing body of knowledge, bridges current gaps. However, bear in mind that your EE is supposed to be at the level of secondary school. Don't attempt at taking on a question that even a PhD student would struggle to answer !

d) Availability of data : if you use secondary resources (e.g. office/clients records, census or others) make sure that your data is available and in the proper format before finalising the topic

e) Ethical issues : Avoid formulating a research question that would involve sharing sensitive and private information (e.g. medical records).

15. The main body of the essay (research, analysis, discussion, evaluation)

In this part of your essay you are expected to provide reasoned arguments that provide an answer to your research question. Arguments should be logical and coherent but the structure depends to much extent on the conventions in the subject chosen. In general terms, you are expected to present your skills of analysis, communication by using proper arguments. The body comprises most of the essay. It is usually more than 3000 words. In some subjects, small sections with sub-headings are preferred, whereas in other subjects, the body of the essay usually consists of one section without sub-headings. You need to consult with your supervisor as to the required format of the body section. If you need to include a definition of a term, it must be written in the body of the paper, not in a footnote. There should be no appendices attached to the EE as they are not read by examiners.

16. Conclusion

In this part of your essay you basically need to refer to what has been achieved. It is crucial to make sure that the conclusion is consistent with the results and findings of your analysis in the body section of your essay. You may include notes of any limitations, unresolved questions and possibly new ideas or questions that have emerged while preparing your essay. It is advisable to

avoid vague or ambiguous statements that only loosely refer if at all to the essence of the whole essay.

17. Formalities of the EE

The extended essay should be written in a clear and formal academic style. Some formal requirements regarding the subjects from which the topic is drawn should be taken into consideration.

a) Word Counts

Your extended essay should be approximately 4,000 words. You must not exceed that limit.

It is important to remember what is **NOT** included in the word count:

- the contents page
- maps, charts, diagrams, annotated illustrations
- tables
- equations, formulas, calculations
- citations or references (numbered, footnotes or endnotes)
- the bibliography
- the Reflections on planning and progress form (RPPF)

Notice: The introduction, the main body and the conclusion as well as footnotes and/or endnotes that are not references **are included** in the word count.

b) Formatting

The extended essay must be double spaced and have indented paragraphs.

You should use font size 12, Arial font .

All pages must be numbered.

There may be no candidate or school name on the title page, neither page headers.

c) Title/topic and title page

All extended essays must have both a research question and a title.

The title should clearly indicate what the focus of the essay is. It is a summative statement of your research which is supposed to give the reader an indication of your research topic.

Your title page must refer to : title, research question, subject, word-count.

You must also specify the category of the extended essay.

d) Contents page

A contents page must be provided at the beginning of the extended essay.

All pages must be numbered.

e) Footnotes

Numbered footnotes can only be used for referencing purposes linked to bibliography.

All info and arguments regarding your research question must be included in the body of the essay.

f) Illustrations

All graphs, diagrams, tables and maps should be clearly labelled so that they could be easily interpreted.

All material that is part of the extended essay must be directly related to the text.

Photographs and other images should be used to illustrate a specific point made in the extended essay. They should be captioned and/or annotated.

g) References and citations

An extended essay must reflect academic honesty in research practices.

Detailed regulations and guidance is included in a separate document **on Academic Honesty**.

If you fail to comply with this requirements, it will be viewed as plagiarism and will be treated as a case of malpractice. Refer to passages regarding Academic Honesty , Malpractice as well.

Bibliography/ Reference list is an alphabetical list of every source used to research and write the essay. The bibliography page must list only those sources cited

Citation is a shorthand method of making a reference in the body of the essay while quoting from a source or making a paraphrase of an argument or idea.

Remember that the school has also prepared a separate document available on the school website which described in a detailed way all implications related to Academic Honesty, referencing, citations and alike.

18. School deadlines referring to the EE

You should ensure that you meet all scheduled deadlines referring to EE. Failure to keep deadlines for handing in work (regardless whether it is the first or final draft) will make it difficult for you to complete the whole Diploma Programme.

Proof - reading and checking correct citations are vital before you hand in the final version.

Appendices are not an essential part of the extended essay and examiners do not read them. Thus, all analysis, discussion and evaluation of the essay must be contained in the main body of your essay.

Timeline for the extended Essay IB Cohort (2019-2021).

IBDP Year 1- class 2 ib (May Candidates)

October – Introduction to the extended essay in all subjects. Extended Essay info requirements for students: display and assessment of EE example.

November- List of supervisors published to students. Supervisors assigned to all students.

December- First check-in session with supervisor. Agenda: topic selection, preliminary research question, gathering resources

December- Final choice of Extended Essay topics.

February - Second check-in session with supervisor.

Agenda: analyzing resources for EE research question, revising research question if necessary, planning further steps in research phase.

March - IB teachers give their students' Extended Essay plans to the coordinator.

March - First formal reflection session. RPPF- form to be filled in and uploaded. Signed and dated by supervisors.

Agenda: developing working research question, discussing the outline for the paper, discussing further steps – Writing phase.

May- Third check-in session. Writing phase. How to prepare the first draft.

IBDP Year 2- class 3 ib:(May Candidates)

September- Supervisors collect the complete first drafts of the Extended Essays from 3ib students.

October- Interim reflection session. Signed by supervisors.

Agenda: discussing challenges encountered in the research process, discussing any inconsistencies in the argument/analysis, Supervisors return first draft with feedback to student during the interim reflection.

By 12 November- Third reflection session: Viva voce.

By 16 November- Deadline for upload of RPPF after viva voce. Supervisors and students have written their reflections and comments. Supervisors have authenticated the form. Students have signed the form

January - Supervisors collect and assess the final versions of the Extended Essays from 3ib students. EE are handed in to IBDP Coordinator for inspection

March- Extended Essays are uploaded for assessment. One hard copy of EE must be submitted to IBDP Coordinator.

19. Marking of the EE

“ All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 34 is used to determine in which of the following bands the extended essay is placed. This band, together with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements”. (2018 Extended Essay Guide).

There are following band descriptors:

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

20. The diploma bonus points (EE +TOK essay)

The extended essay contributes to the overall diploma score through the award of points together with TOK (Theory of Knowledge). A maximum of three points may be awarded depending on a student’s performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. A student's performance in the extended essay and theory of knowledge will fall into one of the five bands described in point 15 (Marking of the EE).

The total number of points which could be 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

The diploma points matrix

(From May 2015 and onwards)

TOK / EE	A	B	C	D	E
A	3	3	2	2	FAILING CONDITIONS
B	3	2	2	1	FAILING CONDITIONS
C	2	2	1	0	FAILING CONDITIONS
D	2	1	0	0	FAILING CONDITIONS
E	FAILING CONDITIONS				FAILING CONDITIONS

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 (E) standard is a failing condition for the award of the diploma.

21. Assessment Criteria- General rules

You should keep the following criteria in mind when writing your essay:

- a). extended essay (EE) is assessed on the basis of 5 criteria (A-E)
- b) assessment is based on summative **criteria (A,B,C,D)** and a formative **criteria (E)**
- c) **criteria (A,B, C, D)** measure the result of your essay.
- d) **criterion E** refers to your engagement. The whole EE process is taken into account, for example, how well you reflect on your own learning outcome in the context of challenges in the process. It also refers to your self-management skills and your ability to follow plans and deadlines.
- e) **criterion E** may represent 18% of the total score for your extended essay.

22. Overview of the assessment criteria for the extended essay

Criterion A: **focus and method** (topic, research question, methodology)

Criterion B: **knowledge and understanding** (context, subject-specific terminology and concepts)

Criterion C: **critical thinking** (research ,analysis, discussion and evaluation)

Criterion D: **presentation** (structure, layout)

Criterion E: **engagement** (process, research focus)

Marks awarded for particular criteria:

Criterion A: focus and method **6 Marks**

Criterion B: knowledge and understanding **-6 Marks**

Criterion C: critical thinking-**12 Marks**

Criterion D: presentation-**4 Marks**

Criterion E: engagement - **6 Marks**

The total number of marks for the EE is 34 marks

Assessment criteria are the same for all subjects but they are used together with the relevant subject-specific interpretations. Remember that your examiners will be considering all these aspects when deciding which mark to award you for each criterion. This means that if you neglect one aspect of the criterion, for example, subject-specific terminology in Criterion B then this may bring your mark for the whole criterion down!

Even though most marks are on offer for the critical thinking you show in the main body of your essay (with reference to research, analysis, discussion and evaluation) they are arguably the hardest to achieve. Thus, make sure you pay enough attention to relatively easier or basic aspects of your essay such as: doing your Reflection on Planning and Progress form well to show engagement, laying out your essay properly, using proper terminology, having a well-formulated research question.

23. Checklist against assessment criteria

Criterion A : Focus and method

The criterion focuses on the topic, the research question and the methodology. It refers to the explanation of the focus of the research which includes the topic and the research question. It also assesses how the research is undertaken and how the focus is maintained throughout the essay.

Level 0- Descriptor:

The work does not reach a standard outlined by the descriptors below

Level 1-2: Descriptor:

The topic is communicated unclearly and incompletely.

- identification and explanation of the topic is limited, the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.

The research question is stated but not clearly expressed or too broad.

- 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 sources and/or methods to be used are limited in range given the topic and research question
- there is limited evidence that their selection was informed

Level 3-4: Descriptor

The topic is communicated.

- identification and explanation of the topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.

The research question is clearly stated but not 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.

- - the sources and/or methods 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.

Level 5-6: Descriptor

The topic is communicated accurately and effectively.

- identification and explanation of the 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 mostly complete.

- an appropriate range of relevant sources and/or methods have been applied in relation to the topic and research question
- there is evidence of effective and informed selection of sources and/or methods.

Criterion B : Knowledge and understanding

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

Level 0- Descriptor:

The work does not reach a standard outlined by the descriptors below

Level 1-2: Descriptor:

Knowledge and understanding is limited.

- the selection of source material has limited relevance and is only partially appropriate to the research question
- knowledge of the topic or 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.

Level 3-4: Descriptor

Knowledge and understanding is good.

- the selection of source material is mostly relevant and appropriate to the research question.
- knowledge of the topic or 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 unclear and limited.

- 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.

Level 5-6: Descriptor

Knowledge and understanding is excellent.

- the selection of source material is clearly relevant and appropriate to the research question.

- knowledge of the topic or 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

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

Level 0- Descriptor:

The work does not reach a standard outlined by the descriptors below

Level 1-3: Descriptor:

The research is limited.

- the research presented is limited and its application 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.

Level 4-6: Descriptor:

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 limited.

- 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.

-

Level 7-9: Descriptor:

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 argument.

- 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 reflective of 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 but not critically.

- the research has been evaluated and this is partially critical.

Level 10-12: Descriptor:

The research is excellent.

- the research is appropriate to the research question and its application is consistently relevant.

Analysis is excellent.

- 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 argument.
- conclusions to individual points of analysis are effectively supported by the evidence.

Discussion/evaluation is good.

- an effective and focused reasoned argument is developed from the research, with a conclusion reflective of the evidence presented
- this reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion
- the research has been critically evaluated.

Criterion D : Presentation

The criterion assesses to what extent the presentation follows the standard format which is expected for academic writing. It also refers to assessing to which extent this aids effective communication.

Level 0- Descriptor:

The work does not reach a standard outlined by the descriptors below

Level 1-2: Descriptor

Presentation is acceptable.

- the structure of the essay is generally appropriate in terms of the expected conventions for the topic, the argument and the 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.

Level 3-4: Descriptor

Presentation is good.

- the structure of the essay is appropriate in terms of the expected conventions for the topic, the argument and the 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

The 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 RPPF.

Level 0- Descriptor:

The work does not reach a standard outlined by the descriptors below

Level 1-2: Descriptor

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.

Level 3-4: Descriptor

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.

Level 5-6: Descriptor

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 setbacks 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 subject voice.

24 Checklist against criteria A-E

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

It has been further altered for the purpose of this EE Handbook.

Criterion A : Focus and method (6 points)

The criterion focuses on the topic, the research question and the methodology. It refers to the explanation of the focus of the research which includes the topic and the research question. It also assesses how the research is undertaken and how the focus is maintained throughout the essay.

1. My essay meets the criteria in my subject area
2. My question merits in depths research and is well focused
3. I explained why I chose my methodology
4. I explained how my research question fits my chosen subject
5. I refer to my research question throughout the essay
6. All sources in my Works Cited(Bibliography) are mentioned in my essay
7. I can thoroughly answer my question in 4,000 words

Criterion B : Knowledge and understanding (6 points)

The criterion assesses the extent to which the research related to the subject area or 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.

1. I have used subject-specific vocabulary and concepts and explained them where necessary.
2. My sources are clearly relevant and appropriate to my research question.
3. I've briefly outlined all necessary background information, putting my research into context.
4. I have a wide range of sources. If I don't, I justify this.

Criterion C : Critical thinking (12 points)

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

1. I gathered data in an organized manner, and my essay includes evidence of that.
2. I have critically evaluated my chosen methodology.
3. I make clear connections between my data and my research question.
4. I have evaluated my research question in relations to my findings.
5. My argument is clear, easy to follow, supported by my evidence.
6. I have analyzed the materials in my essay, justifying or criticizing their point of view and reliability.
7. My conclusions are supported by my data.

Criterion D: Presentation (4 points)

The criterion assesses to what extent the presentation follows the standard format which is expected for academic writing. It also refers to assessing to which extent this aids effective communication.

1. My essay is 4,000 words or less. My title and research question are on the cover of my page.
2. My essay is in 12 pt font and double-spaced with 1 inch (2.5 cm) margins.
3. All pages are numbered. I have not included my name or school anywhere (including the title page).
4. I have cited all sources using correct style (both in-text and works cited/bibliography).
5. All figures, tables , images and charts are correctly labeled according to appropriate format.
6. I have proofread for spelling and grammar.
7. I have a correct Table of Contents.

Criterion E: Engagement (6 points)

The 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 RPPF.

1. I have shown my interest in my topic and I have explained why it is significant for me.
2. I clearly demonstrate growth in my skills, intellectual understanding and creativity.
3. I've mentioned or discussed any assumptions I made in my argument or conclusion.

Final checklist before submitting the Extended Essay

1. Have I included in my extended essay:

- *title page*
- *: EE Title,*
- *subject*
- *student name*
- *school number and session number*
- *word count*

2. Have I included:

- *research question,*
- *investigation,*
- *conclusion*
- *table of contents page*

3. Is my extended essay within word limit (4000 words or less) ?

4. Have I included DP session number in header on each page ?

5. Is each page numbered ?

6. Have I used 1,5 spacing for clear reading by examiners ?

7. Have I properly labeled charts, maps, graphs images in my extended essay ?

8. Are text citations correctly formatted in consistent manner ?

9. Is bibliography & works cited page -correctly formatted ?

10. Have I printed 2 copies of my final extended essay ?

11. Has EE coversheet been signed ?

a) by supervisor ?

b) by student ?

25. Assessment grade descriptions for the extended essay

Grade Descriptions

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

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

Grade B- Demonstrates appropriate research skills resulting in 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 effectively by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.

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

Grade C- Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources- however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline; which is mostly relevant; the attempted application of source material

and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

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

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

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

Grade E (failing condition)-Demonstrates an unclear nature of the essay, a generally unsystematic approach and resulting in unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with

inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

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

26. Academic Honesty and Academic Misconduct

Academic honesty is an essential aspect of teaching and learning in IB Diploma Programme. Students are expected to understand the meaning and significance of concepts that relate to academic honesty, such as **intellectual property, authenticity and proper conduct** in relation to research, written examinations and other forms of assessment.

Intellectual property-There are many forms of intellectual property, such as trademarks, works of literature, art or music, registered designs, patents, copyright. Students are expected to realize that forms of intellectual and creative expression must be respected and are protected by law.

Authenticity- An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, completed by a student for assessment must wholly and authentically use that student's own language, expression and ideas. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

Academic Misconduct- Definitions

a. plagiarism: this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Examples: using someone else's written work without acknowledging it in writing (This can be from another student, internet, a book, etc)

b. collusion: this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

Examples: allowing another candidate to copy all or part of one's work or allowing another candidate to gain an unfair advantage for assessment purposes.

c. duplication of work: this is defined as the presentation of the same work for different assessment components and/or DP core requirements

Examples: handing in work that is the same or substantially similar for two different assessment components.

d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

e. malpractice (in general) any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, unauthorized help from friends, parents, tutors on what should be an individual assignment, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media)."⁶

27. Examples of good practice regarding EE

- presenting your own individual written work for assessment

⁶ IB (International Baccalaureate). February 2014. General regulations: Diploma Programme pp. 12-13

- documenting source material in a formal and appropriate manner. That includes acknowledging all ideas and work of other persons no matter what source they come from (including internet). When using specific extracts it means acknowledging in writing one of these ways:

a) Footnote (words, images, ideas must be easily identified e.g. . you can use a numbered footnote to acknowledge it)

b) Bibliography (listing all sources preferably in the alphabetical order at the end of a given text in the style agreed)

c) Quoting, citing the name of the author (paraphrasing the citation is allowed but the source of it must be identified.)

- using the reference style adopted by the school or suggested by the supervisor

-including the following information in the bibliography: name of the author, date of publication, title of source and page numbers as applicable

- being critical with regard to the internet (essays and other pieces of work should be mainly based upon academic literature since internet sources are not always reliable).

28. Examples of unacceptable practice

- copying the internal assessment of other students

- giving another student one's own work to copy

- presenting material written by another person as one's own

- writing essays or other forms of homework for another person

-presenting the same written work for different assessment components

- using several different styles while presenting sources

- not including in the bibliography some vital elements for identification e.g. the date of publication, the name of the author, title of source, page numbers as applicable

- not clearly distinguishing between student's words and those of others (e.g. not using quotation marks followed by an appropriate in-text citation accompanied by an entry in the bibliography).

- fabricating data

- too much assistance and collusion (not acknowledging the words or ideas of others where collaboration has occurred).

29. Checklist for referencing, formatting, structure, language, style

- *Have you included all sources you cited in the text in your reference list ?*
- *Have you provided a reference to author's work to avoid plagiarism wherever you have paraphrased or summarized that person ?*
- *Have you checked through carefully for grammar or punctuation mistakes?*
- *Have you used proper quotation marks followed by an appropriate in-text citation to distinguish between your words and the words of others ?*
- *Have you included all relevant information in the bibliography in a formal and appropriate manner (name of the author, date of publication, title of source and page numbers as applicable ?)*
- *Have you removed from your reference list any sources you didn't cite ?*
- *Have you included a title page if required with all the relevant information (your name, title of the paper etc. ?)*
- *Have you used headings if helpful to divide your paper into sections ?*

30. FREQUENTLY ASKED QUESTIONS REGARDING EE

Q: Should I include all sources in bibliography or list of references even if they are widely known ?

A: You are expected to give references for all ideas you get out of the literature. It is a key value that other students and teachers or other scholars should be able to assess the validity of any particular statement and findings. For this purpose, you should direct them to the relevant sources about the subject.

Q: What may happen if I forget to include all sources ?

A: If your work has already been sent to the examiner, you will be assessed according to the IBO criteria including consequences imposed by the IBO (as stated in the publication -Academic Honesty, IB2011)⁷

In a nutshell, it means that when the amount of plagiarism is minimal, you may expect a lower grade , however, if a work or a piece of work has been fully or too much extent plagiarized, no grade will be awarded. For more information refer to above mentioned publication on Academic Honesty.

⁷ IB (International Baccalaureate). July, 2011. Academic Honesty

Q: What may happen if I forget to include all sources before my work is officially sent to the examiner?

A: You must ensure you manage to improve your work in time to meet the deadline. In other cases your grade will be either lowered or no grade will be awarded.

Q: What should I do if I can't identify the source e.g. proverbs ?

A: You have to ensure that it is impossible to identify the source. If the source is really unknown e.g. in the case of some proverbs then it is not necessary to identify it.

Q: What are the consequences if two students submit very similar essays for internal assessment ?

A: They will both fail the assignment since it is a clear violation of Academic Policy. If it is the first incident of this kind students will probably be allowed to rewrite the essay provided that they meet the deadline. Such students will definitely need to talk to IB coordinator in order to provide explanation for this malpractice. Besides parents may be informed as well.

Q: Which style of bibliography should I use ?

A: For the time being the school does not require any particular style for referencing and bibliography. Students should always consult their teachers or supervisors to ensure the style agreed on the particular subject. However, starting from the school year 2019/2020 the APA-style will be preferred. A separate document including resources and guidance on APA-style will be issued before the onset of the school year 2019/2020. In a nutshell APA-style requires two elements: In-text references located in the text of the paper which shows the reader what information was borrowed and where it came from and also a separate list of references located at the end of the paper which indicates what sources were used to compose the paper and gives complete information about the sources.⁸

31. MEASURES TAKEN TO PROVIDE SUPPORT

- preparing the Extended Essay Handbook which supports both students and teachers/supervisors
- providing special writing classes for students in order to promote successful referencing and citing
- arranging workshops during which examples of malpractice are discussed
- discussing particular case studies during regular staff meetings
- providing formative assessment and feedback concerning academic honesty in the context of EE

⁸ Concise Rules of APA Style (6th ed.) . Retrieved from <http://www.apastyle.org/products/4210004.aspx>)

- providing EE guidance by teacher supervision
- providing training aiming at developing skills on reference section, citing styles and the Internet use (with the help of the librarian)
- organizing additional meetings to address students' work and request for extra assistance.

32. Investigating malpractice at school regarding extended essay

If the IB coordinator or a teacher suspects that part or the whole of a student's work may not be authentic, the work must not be accepted or submitted for assessment. However, the student may be allowed another chance to revise and resubmit the work provided that it is submitted in time to meet appropriate deadlines. Otherwise, **F** mark must be entered against the student's name on the appropriate mark sheets or report cards. This will result in no grade being awarded.

33. Active and passive research

Passive research involves doing such activities like reading academic texts e.g. books, journals, articles hence, this involves analysing others' works but there is neither your input in research activities nor contribution to academic papers

Active research involves doing such activities like writing academic papers and answering essay questions at the exams hence, it means providing some input to research e.g. owing to academic papers you analyse specific problems and possibly provide some answers. Thus, research in your papers can bring new findings or demonstrate another position regarding a specific issue.

34. Qualitative and quantitative research

Quantitative study : is specific, well-structured ; has been tested for their validity and reliability; and can be explicitly defined and recognised.

Qualitative study : it either hasn't got the attributes of quantitative or has them to lesser degree → thus, such kind of study is less specific and precise + not the same structural depth → hence, it doesn't develop/borrow logical strategy in advance and implement it faithfully ; such kind of study to a much greater extent is a 'do-it-yourself' rather than an 'off-the-shell' process ; it doesn't begin from a predetermined a starting point/proceed through a fixed sequence of steps, but involves interconnection and interaction among different design concepts

35. Deductive and inductive reasoning

Deductive reasoning : it involves drawing specific, logical and concrete conclusions from general and abstract principles or statements through a process of deduction ; the logical process starts with the principles and tests them

Inductive reasoning : it involves drawing a general principle or conclusion from specific principles or examples through a logical process of induction ; it's carried out by developing and growing a theory from data collected on people's views and feelings that have been produced from the results of questioning or interviewing

36. Examples of phrases that you should and shouldn't use while writing EE

DON'T WRITE	WRITE
And,	Furthermore, Moreover, Further,
So,	Therefore, As a consequence, Consequently, As a result, Thus
But,	However, Nevertheless, Nonetheless,
Also,	Additionally, In addition,
Especially,	In particular, Particularly
Then	Furthermore, Moreover, Further,
On the one side... On the other side...	On the one hand, ... On the other hand, ... NOTE : Use these a pair not 'On the other hand' on its own. Use them to show a real contrast between two things (i.e. to make comparison between these things)

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DON'T WRITE	WRITE
In contrary On the contrary	In contrast...
At first,	Firstly, or First,
Next to	In addition, Additionally
All in all	In summary,
Besides	In addition, Additionally,
-ing words at the START of sentences. E.g. Concluding, Analysing	Rewrite the sentence and put the subject of the sentence to the start.
adjectives at start of sentences. Interesting to note is...(others like this are Important Striking)	It is interesting to note... What is important is.. What is striking is...
It is obvious that X was	X needs ...
It is becoming clear/ clear that X was	X was...(avoid wordiness)

As previously mentioned	It's still a short paper so your reader will remember what you wrote.
As mentioned above	It's still a short paper so your reader will remember what you wrote.
Find out	Determine To determine how something happened in X and why.
As everyone knows...	Maybe they don't. Please rewrite.
Nowadays	today/ contemporary
Nowaday's	Today's

till	Until
At last	Finally, In conclusion,
etc.	Finish the sentence after your example.
, that	Commas between verb 'that' – extremely unusual in English but common in German (, das).....e.g. it is the case, that (WRONG) Search for , that (remember the space)

DON'T WRITE	WRITE
economical	It led to political, social, and economic problems.
Thirty %	30%. Unless at start of sentence. Thirty percent of people thought that....
49	Write numbers up to and including 50. From fifty-one, then use Arabic numbers 51, 52,53 etc. Write numbers as words at start of sentence (e.g. Seventeen countries joined...)
number	With countable nouns e.g. a large number of ideas. USE : amount

DON'T WRITE	WRITE
due to the fact that	because
Actually	Cut it out as it adds nothing
Basically	Cut it out as it adds nothing
Obviously	Cut it out, as something is only obvious to you, never your reader.
All over Europe	across Europe

boarders	borders
Weather	whether
access/accessed the throne	ascend/ascended the throne
avoid/avoided	prevented from +ing
rather	More/instead but check with a dictionary that you have the correct meaning. Some German writers use 'rather' more than native speakers would.
dates back to	Dates to
looks at	Examines/analyses/investigates
looking at Smith's definition	Applying Smith's definition to X...
hinder/hindered	stopped/prevented
trough	through
consisted out of	Consisted of
was made up of	Consisted of
sate/sates	state/states
adapt/adapted	He adopted...
example for	example of
tough	though
in exchange of	in exchange for
reason of	reason for
risk for	Risk of
short/shortly	brief/briefly
inner	domestic/internal
exterior	foreign/external

for sure	Indeed/certainly
In the year 1350,	In 1350,
It happened throughout the eighteenth and nineteenth century	It happened throughout the eighteenth and nineteenth centuries

Keep it all in the past tense!	That was the point of the ‘sounds like a joke’ bit in session three. Write your history in the past.
Keep foreign words in italics/cursive e.g. boyars, sejm, communes,	<i>boyars, sejm, communes,</i>
Be consistent. Who will take your work seriously if you keep changing your usage? The military revolution.... Only during the Military Revolution... After the military revolution...	Be smart. When reading your final paper, use ctrl + f every time you come across a key name. Then have the computer show all its uses in the sidebar. You can then see if you have been consistent and change any you need to.
Don't keep repeating the full name and title of monarchs, popes, emperors. e.g. Louis XIV wanted Louis XIV believed that... Therefore, Louis XIV moved... Catherine the Great...Catherine the Great... Catherine the Great...	Louis XIV wanted He believed that... Therefore, he moved... Catherine...She.... She....
Try to avoid overusing backward-looking connectors at the start of new paragraphs: However, Nevertheless, Furthermore, Moreover, Additionally,	You are improving as a writer, so if you have decided it is time for a new paragraph, try starting it differently: While...Although... Even though...The same was not true in every area...(e.g. The policy was different in Western X compared with Eastern X...)

Conclusion	<p>The heading says Conclusion, so avoid starting that section with: ‘In conclusion’, In summary, To sum up’.</p> <p>Avoid meaningless fillers.</p> <p>It can be stated that France was</p> <p>It can be said that England was not....</p> <p>It has become clear through the course of this paper that Gellner’s theory does not apply to....</p> <p>At the end of this paper, and having taken all things into consideration, it is possible to say as a matter of fact that France was a state by 1815.</p>
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Some other pieces of advice regarding different parts of extended essay are:

Research Question: A restatement of research question (e.g. *This paper has examined how/why ...*)

Hypothesis: Answering/Addressing the hypothesis posited in your introduction.

Key Arguments: Summarise the key arguments from your paper that support your argument but avoid copying and pasting. It should **not** mention Section **X** has shown...and section **X** has explained... and section **X** has demonstrated...

Title: Make reference to the title of your paper, if you can, to tie the end to the start and give it a sense of being a complete unit.

Move from specific to general

New information: Be careful **not** to include new information in your conclusion.

The following points are more general and you could use them in the conclusions of future papers.

Limitations: Acknowledge the limitations of your research.

Future Research: Suggest areas where further research should be done.

Conclusion : The heading says Conclusion, so avoid starting that section with: ‘In conclusion’, In summary, To sum up’.

Avoid meaningless fillers (e.g. ~~It can be stated that~~ France was ; ~~It can be said that~~ England was not.... ; ~~It has become clear through the course of this paper that~~ Darwin’s theory does not apply to.... ; ~~At the end of this paper, and having taken all things into consideration, it is possible to say as a matter of fact that.....~~)

37. Useful phrases for Extended Essays

Below are verbs useful in paraphrasing:

Acknowledges, adds, affirms, agrees, argues, asserts, aware, Claims, comments, compares, concedes, confirms, contends, contrasts, counters, covers Declares, defines, discusses, echoes, emphasizes, finds, grants Implies, insists, mentions, notes, observes, points out, predicts, puts Reasons, refutes, rejects, reports, responds, retorts, reveals Says, shows, speaks, speculates, states, suggests, surmises, writes provide, justify, maintain, assess, estimate, distinguish, oppose, criticize, contribute to, influence on, affect, imply(that), attempt to, seek to, review, determine, aim to, develop, engage with, refer to, pay particular attention to, be based on/upon, take account of something/take something into account/consideration, defend the view/claim that, clarify, offer, be conducted by, interview, measure, conduct, carry out, assume, draw on, use(examples), trace, question, throw light on, cast doubt on something, deal with, highlight, rule out/eliminate, outline, enable, make something possible for somebody, comment on, illustrate, interpret

Reporting verbs- The table shows some of the most common reporting verbs

<u>Aim of study</u>	<u>Results</u>	<u>Opinion</u>
<u>Investigate</u>	<u>show (that)</u>	<u>state (that)</u>
<u>Examine</u>	<u>suggest (that)</u>	<u>believe (that)</u>
<u>Analyse</u>	<u>find (that)</u>	<u>argue (that)</u>

<u>Look at</u>	<u>indicate (that)</u>	<u>note (that)</u>
<u>focus on</u>	<u>identify (x) as</u>	<u>point out (that)</u>
<u>Consider</u>	<u>reveal (that)</u>	<u>observe (that)</u>
<u>Identify</u>	<u>establish (that)</u>	<u>consider (that)</u>
<u>report (on)</u>	<u>confirm (that)</u>	<u>hold (that)</u>
<u>Be concerned with</u>	<u>conclude (that)</u>	<u>emphasise/stress</u>
	<u>demonstrate (that)</u>	<u>claim (that)</u>

38. USEFUL LINKS FOR EE

These are examples of web sources on quoting, paraphrasing, citing

https://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/CitingContents.php

<https://owl.english.purdue.edu/owl/>

<https://writing.wisc.edu/Handbook/QuotingSources.html>

<http://irsc.libguides.com/mla/howtoparaphraseandquote>

http://www.laspositascollege.edu/library/documents/LPCplagiarism_examples.pdf

These are some web sources on styles of citing <http://pitt.libguides.com/citationhelp>

<https://owl.english.purdue.edu/owl/section/2/>

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://www.bibme.org/citation-guide/apa/>

<http://www.bibme.org/citation-guide/>

<http://advice.writing.utoronto.ca/>

<https://writing.wisc.edu/Handbook/index.html>

<http://www.phrasebank.manchester.ac.uk/introducing-work/>

<https://leo.stcloudstate.edu/>

<http://www.citationmachine.net/apa/cite-a-book>

<https://guides.library.yale.edu/c.php?g=295913&p=1975839>

<http://info.csp.edu/en/Academic-Resources/WritingCenter/Resources-for-Writers/>

39. Bibliography/ References/ Works Cited

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