



THE INTERNATIONAL SCHOOL OF EGYPT

# International Baccalaureate Diploma Program

## Extended Essay

## Student Guide

2022 - 2023



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**N.B. For further questions and more detailed information, please refer to the official IBDP Extended Essay guide available online.**

## 1) Introduction

Dear Students and Parents,

You have chosen a journey across the seven seas of the IBDP Extended Essay. As you may know by now, IBDP courses are taxing, some might say even Herculean, and you will be expected to do a lot of work meticulously, conscientiously, and independently. The aim of this handbook is to prepare students for the IBDP Extended Essay assessment, which will be read and graded by experienced IB examiners

Essays are either interpretive or argumentative pieces of writing. According to the IB, “the extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper.” Your duty is to write a research paper that includes not only gathering, but also questioning evidence in order to answer the **Research Question** to the best of your knowledge. If you find yourself summarizing and reporting (or, worse, cutting and pasting) stuff you read on the internet in the middle of the night, you’re doing it wrong.

The term extended essay is a preparation for undergraduate research, while- at the same time- it provides students with an opportunity to focus on the topic of personal interest. The extended essay, once completed, will represent your major formal writing, something you can be proud of, and valuable experience that you may find helpful in college and afterwards.

Since the dawn of civilization, humanity has been concerned with questions and dilemmas revolving around knowledge, research, and metacognition. This is your opportunity to join the ranks of prominent intellectuals.

## 2) IB Learner Profile

### IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations

to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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.

## 3) IB Learner Profile

### IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct enquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths.

#### 4) Nature of the Extended Essay

The Extended Essay (EE) is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student’s six chosen subjects for the IB diploma and one which is of special interest to the candidate. It is intended to promote high-level, personal, and independent academic research and academic writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in 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.

The EE now comprises two compulsory reflection sessions with the supervisor as well as a concluding interview or viva voce after completion of the written essay. These are the basis for the Reflections on Planning and Progression Form (RPPF), which is a new criterion implemented by the IB. The Extended Essay, together with TOK, can contribute up to 3 bonus points, and failing the EE (D is the minimum requirement) is a failing condition for the whole IB diploma. In the Diploma Programme, the EE is the prime example of a piece of work where the students have the opportunity to show knowledge, understanding and enthusiasm about a topic of their own choice.

In brief, the Extended Essay is:

- Mandatory for all Diploma Programme students.
- Externally assessed and, together with the TOK grade, contributes up to three additional points towards the total score for the IB diploma.
- A piece of formally structured, independent writing about a topic chosen by the student in conjunction with a supervisor in the school.
- Chosen from the list of approved DP subjects.
- An essay containing up to 4,000 words, accompanied by a reflection form (RPPF) of maximum 500 words.

- The outcome of 40-45 hours of work by the student.
- Supervised for 3 to 5 hours including two official reflection sessions and a final viva voce session with the supervisor.

## 5) Objectives of the Extended Essay

The objectives of the extended essay are to implement IB approaches to teaching and learning and offer students the opportunity to:

- Pursue in-depth independent research on a focused topic.
- Develop thinking skills
- Develop research skills.
- Develop communication skills
- Develop self-management skills
- Experience the excitement of intellectual discovery in a favourite subject/topic of interest.

## 6) Subjects and Topics

You can write an EE in all subjects offered within the IBDP at ISE. However, it is highly recommended that students should choose a subject you are enrolled in.

The subjects available are:

**Group 1:** Language A: English Literature

**Group 2:** Language B: Arabic

**Group 3:** Economics, Business Management

**Group 4:** Chemistry, Physics, Biology

**Group 5:** Mathematics: Analysis and Approaches

**Group 6:** Visual arts

## 7) Extended Essay Due Dates

### Timeline for Extended Essay: Class of 2022-2023

NOTE TO STUDENTS: Students will choose a desired supervisor based on the existing list of supervisors provided by the EE coordinator.

Available supervisors are as follows:

**Mohamed Gamal** (Physics)

**Mary Botros** (Chemistry)

**Mona El Afdel** (Economics, Business Management)

**Sarah Mounir** (Mathematics: Analysis and Approach)

**Jelena Tadic** (English A: Literature)

**Marian Sefain** (Visual Arts)

**Ahmed Samir** (Arabic B)

Contact your chosen supervisor to arrange a time to meet to discuss your topic, draft, Viva Voce, etc. at least a week before each deadline. Check- in sessions do not have to be long – they may take just a few minutes. Formal reflection sessions are meant to be a bit longer – up to 20 minutes.

Steps in the process	Dates
Initial explanation of the EE process during EE Coordinators' classroom visits.	October (Week 1)
Extended Essay criteria and discussion concerning topic selection requirements	October (Week 3)
EE topic investigation	November (Week 1)
EE Coordinator directed research during EE lesson	December (Week 2)
Once students have selected a subject focus, they are required to review subject-specific sections of the EE Guide, read recent Examiner Reports in their subject of interest, and review at least one high scoring EE in their subject area.	January (Week 3 onward)
Topic Proposal & annotated bibliography due EE Coordinator	January (last week)
Students select the supervisors	February (Week 1)
<b>Supervisor check in session #1</b> (Student EE Contract) Student will introduce themselves to supervisor (in person) and set up a meeting date for SM#1. Student must post brief a summary of the meeting on Google Doc (if there is no documentation, a zero will be given)	February (week 2)
<b>Supervisor check in session #2</b> (Topic and Research Question) Sharing a specific topic for investigation and the question as a basis for RQ. Student must post brief a summary of the meeting on Google Doc (if there is no documentation, a zero will be given)	February (Week 4)
<b>Supervisor check in session #3</b> (Research Question and Methodology) Refining RQ, plan for investigation, reviewing annotated bibliography. Student must post brief a summary of the meeting on Google Doc (if there is no documentation, a zero will be given)	March (Week 2)
<b>First Formal Reflection Session to Enter on the RPPF.</b> Student and supervisor will finalize RQ and make sure student has a solid grounding of relevant critical context from which to begin writing paper. Submission of required reflection on RPPF Google Doc.	March (Weeks 3-4)
Optional check-ins with supervisor as needed.	Late March – Mid April
Submission of required reflection on RPPF Google Doc. (minimum 2,500 words including title page, citations, and updated bibliography); Arrange second formal reflection session with supervisor. Meet with your supervisor to discuss your progress on your initial writing stage. This meeting is designed to help set you up to complete the draft over the summer.	End of April-beginning of May

<p><b>Second Formal Reflection Session to Enter on RPPF</b> must be posted by this date. This reflection is a formal requirement from IBO must be uploaded on the RPPF form on Google Doc (if there is no documentation, a zero will be given).</p>	<p>June (weeks 2-3)</p>
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<p>Work on Extended Essay independently.</p>	<p>Summer Junior Year</p>
<p><b>Senior Year</b></p>	
<p><b>First complete draft of EE must be uploaded to ManageBac.</b> The first draft must include a title page, table of contents, page numbers, body of essay with parenthetical citations, reference page (APA), and appendices (if needed). Format your first draft as you would your final draft.</p>	<p>September (Week 2)</p>
<p><b>Supervisor check-in session #4</b>  Review of tasks  Main points to be discussed are as follows: organization, errors, and whether or not arguments made address the research question  Discussion upon the supervisor's comments on the draft and ensuring that the student is ready to edit and revise the draft for the final version of the EE.  Note: Students must post a brief summary of the meeting on Google Doc. (if there is no documentation, a zero will be given)</p>	<p>October (Week 1)</p>
<p><b>Supervisor check-in session #5</b>  Analysis and Evaluation: The student must provide evidence from the research that supports analysis and evaluation offered.</p>	<p>November (Week 1)</p>
<p><b>Final version of the Extended Essay must be uploaded to Google Doc and turnitin.com.</b></p>	<p>November (Week 4)</p>
<p><b>Final EE Scores due by this date.</b>   Supervisors must complete a final scored one-page EE Rubric on ManageBac.   NOTE: Students must contact supervisors for a final meeting which students will enter on the RPPF.</p>	<p>December (Week 3)</p>
<p><b>Supervisor check-in session #6 and Viva Voce</b>  <b>The purpose of this meeting is to present the candidate with an opportunity to reflect on his/her learning.</b></p>	<p>January (Week 3)</p>
<p><b>Third and Final Formal Reflection Session to Enter on RPPF</b> must be posted by this date.</p>	<p>January (Week 4)</p>



## 8) Award of Diploma Points– the roles of the Extended Essay and TOK

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge. Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands previously described in the criterion for each assessment. 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.

		Theory of knowledge					
		Grade <b>A</b>	Grade <b>B</b>	Grade <b>C</b>	Grade <b>D</b>	Grade <b>E</b>	No grade <b>N</b>
Extended Essay	Grade <b>A</b>	3	3	2	2	Failing condition	Failing condition
	Grade <b>B</b>	3	2	2	1	Failing condition	Failing condition
	Grade <b>C</b>	2	2	1	0	Failing condition	Failing condition
	Grade <b>D</b>	2	1	0	0	Failing condition	Failing condition
	Grade <b>E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade <b>N</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

## 9) 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. (Taken from ib.org)

Unclear, unfocused, and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

What the IB Says about the EE Research Questions:

“With every year passing it becomes increasingly evident that the connection between the quality of the Research Question and the quality of the essay is a key issue; the clearer the question, the clearer the paper.”

(EE 2014 subject report)

### Sample Research Questions from Real Extended Essays:

- What does Joseph Conrad's portrayal of light and dark in Heart of Darkness and "The Lagoon" reveal about his views on European imperialism in the 19th century? **(Literature)**
- To What Extent is Cognitive Behavioural Therapy, as an addition to traditional pharmacotherapy necessary for the successful treatment of Schizophrenia? **(Psychology)**
- To what extent did the film industry and the formation of the Hollywood blacklist affect communism and the public perception of it in the 1940s and 50s? **(Film)**
- What is the efficiency of traffic in the network of hallways of Richard Montgomery High School? **(Math)**
- To what extent has the subsidy that was introduced in 2016 for hybrid electric vehicles led to a rise in demand for domestic car producers in Baden Württemberg? **(Economics)**
- How does the addition of salt (NaCl) which modifies the salinity affects the interfacial tension and stability of oil-in-water emulsion? **(Chemistry)**
- How has the fusion of Neo-Confucian values and Westernization contributed to the cultural acceptability of plastic surgery in South Korea? **(World Studies)**
- How does temperature affect the frequencies produced by a guitar? **(Physics)**
- How do the musical styles of the cool jazz period presented in Miles Davis' album "Kind of Blue" influence the fusion jazz genre? **(Music)**

### Examples of helpful questions about the RQ:

- 1) What is your text/topic?
- 2) What is your rationale for this choice?
- 3) What research have you done/can you do for this text/topic?
- 4) Is it contestable?
- 5) Can it be supported with textual evidence?
- 6) Does it ask the reader to think/rethink?
- 7) Does it require analysis, discussion, interpretation, and evaluation?
- 8) Is it clearly phrased and sharply focused?
- 9) Can it be effectively treated within the word limit?

Below is a list of common question starters that may help you formulate your own Research Question.

- 1) How important/significant...
- 2) How successful...
- 3) How reliable...
- 4) To what extent...
- 5) What is the influence of...
- 6) Which factors played...
- 7) What is the effect/impact of...

## 10) Academic Honesty

Academic honesty means performing one's own academic work without resorting to a course of action that involves plagiarism, cheating, lying, tampering, stealing, receiving unauthorized and unfair help from another person.

Understanding Academic Honesty (ib.org)

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

### Malpractice vs. Academic misconduct

#### MALPRACTICE

- The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

#### ACADEMIC MISCONDUCT

- The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

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

#### Breaches to IB regulations

- Plagiarism
- Collusion
- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behaviour during examination
- Disclosure of information about the content of an examination paper within 24 hours after a written examination

<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty-principles-into-practice---celina-garza.pdf>

## 11) Helpful Tips for the Extended Essay

1. Do not procrastinate. Use the Researcher's Reflection Space to plan, write ideas, thoughts, links, notes, reminders, etc.
2. Though only three meetings with your supervisor are required, make sure you use them to discuss your progress or any questions that may arise.
3. Save your notes and work from every stage of this process.
4. If you are confused about something, contact your teacher or supervisor promptly.
5. Do not solely rely on electronic sources; books are equally useful and valuable.
7. The Extended Essay takes time and requires patience. The research process is not always plain sailing. Students must overcome a number of obstacles, including the sources that are difficult to find, conclusions that might not be what one expected, the information that is not easy to synthesize.

## 12) Preparing to Write the Draft of the Extended Essay

### Writing the extended essay

There are six required elements of the extended essay.

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. Bibliography, Citations, Referencing

### Title page

The title page should contain only the following information:

- title of the essay
- research question
- subject for which the essay is registered
- word count.

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

Please note: Examiners are instructed not to read or assess any material containing more than 4,000 words. This means that students who exceed 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. Students should ensure that they remain within the word limit and should edit accordingly.

Please note:

The name of the student or the school should not appear on the title page or on any subsequent page headers. The reason is that the work is assessed anonymously.

The title of the essay should provide the reader with the indication of the research topic.

e. g. The Paradox of Language to Convey Meaninglessness in the Theatre of the Absurd

### Contents page

Each extended essay must begin with a content page, and all pages should be enumerated.

### **Introduction**

The aim of the introduction is to present the topic of the essay, state- in a clear and precise manner- the research question, and explain its significance, i.e., why the research question merits our attention and the way it relates to the subject. Furthermore, the introduction should present the method of investigating used to support a particular idea or view and sources to be used. In other words, the introductory part sets the academic tone and context for the extended essay.

### Body of the essay (research, analysis, discussion, and evaluation)

The body of your extended essay should be between eight to eighteen pages long (depending on the topic). The body of the EE can be separated into several parts. For example, if the student is conducting an experiment, the EE body will have a structure that is aligned with the scientific method, namely stating the research question, discussing the method, presenting the evidence/data, analysing the data, explaining possible obstacles or uncertainties, and drawing a conclusion or evaluating the experiment in terms of its success or failure.

Note that any information that is crucial for the argument must not be included in appendices or footnotes/ endnotes.

### **Conclusion**

The conclusion of the EE should:

- Stress the importance and provide an answer to the research question, without repeating it verbatim
- Provide a sense of closure
- Summarize the main points of the essay and reflect on the research
- State what has been accomplished along with weaknesses and limitations of the research
- Explain how the EE connects to broader, global issues
- Leave a lasting impression on the reader

The conclusion of the EE should not:

- Bring up new questions
- Add irrelevant details to make the essay longer

## Bibliography, Citations, Referencing

### Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. A bibliography is an alphabetical, detailed list of references cited in your work, plus the background readings or other material that you may have read, but not actually cited.

### Citations

A citation is a quotation from or reference to a book, paper, or author, especially in a scholarly work. A citation enables the reader to check references so that he or she can locate the source easily.

### Referencing

A reference is a way of informing the reader about the source of information has been obtained. References are important because:

- They acknowledge the sources used
- They enable the reader to consult and verify the data that has been presented.

References, given whenever another person's work is quoted or even summarized, can come from various sources, such as books, newspapers, journals, magazines, interviews, emails, and internet sites.

## 13) Extended Essay: Citation Style

There are a number of different styles available for use when writing research papers, the most common ones being MLA and APA. The style that will be applied at ISE is MLA in both the initial stages of notetaking and the final draft of the essay. This practice reduces the opportunities and temptation to plagiarize.

The IB requirements include:

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

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:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_quotations.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_quotations.html)

Please refer to the following table on what content should be included in the word count.

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

## 14) 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)
- Group 1, category 3 essays: excerpts from newspapers, advertisements, and transcripts of speeches
- Language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc.
- Language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- An external mentor letter, where one has been used
- Raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

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.



## 15) Extended Essay Outline

<b>Rubric: Outline of your Extended Essay / 1500 Words minimum</b>	<b>Points</b>
Include at the beginning of your outline: Student Name, Subject. Topic, Supervisor Name, Time spent with supervisor, Word Count	6
<b>I. Introduction</b>	<b>20</b>
Include your proposed research question - as you continue your research and writing, you may discover you need to revise or completely change your RQ. What is your thesis – what are you proposing?	5
Include proposed methodology – how do you plan to answer your RQ? How will you ‘unpack’ your thesis? What kind of resources will you use, how will you approach it?	5
Include how this question relates to existing knowledge • summarize the background information needed to understand this topic • Any personal interest?	5
Explains the significance of the topic and why it is worthy of investigation.	5
<b>II. Body</b>	<b>25</b>
This will vary based on your subject area. It should demonstrate thought given to the organizational structure of your essay. It can describe how you plan to construct your argument, or the design of your experiment. • What are the distinct elements of your thesis? List main points you would like to cover. • How can the thesis be divided and broken down into parts? • What are the topical subsections of your body? Outline each subsection of the body. • What are the central arguments you will make to defend your thesis? • What evidence will you present to support your arguments and thesis? • What are your key sources? How do they support your thesis? • How will you integrate the evaluation of your sources in the body? • How will you integrate critical analysis into your body?	25
<b>III. Bibliography</b>	<b>25</b>
6 – 10 annotated resources • Indicate potential in-text citations (e.g. data)	
<b>IV. Completion and Formatting</b>	<b>24</b>
Submission is 1500 words or more (not including Works Cited). Word Count is:	8
Submission is in outline format, indicates logical approach to thesis	8
in-text citations (MLA)	8

## 16) Command Terms (from Diploma Programme: From principles into practice)

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

Analyse	Break down in order to bring out the essential elements or structure.
Annotate Add brief notes to a diagram or graph.	Annotate Add brief notes to a diagram or graph.
Apply Use an idea, equation, principle, theory, or law in relation to a given problem or	Apply Use an idea, equation, principle, theory, or law in relation to a given problem or
Calculate Obtain a numerical answer showing the relevant stages in the working.	Calculate Obtain a numerical answer showing the relevant stages in the working.
Classify Arrange or order by class or category.	Classify Arrange or order by class or category.
Comment Give a judgment based on a given statement or result of a calculation.	Comment Give a judgment based on a given statement or result of a calculation.
Compare Give an account of the similarities between two (or more) items or situations,	Compare Give an account of the similarities between two (or more) items or situations,
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept, or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account.
Design	Produce a plan, simulation, or model.
Determine	Obtain the only possible answer.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors, or

	hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Hence or otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add labels to a diagram.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result.
Present	Offer for display, observation, examination, or consideration.

Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis, or other possible answer.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

Source: Command terms, Diploma Programme: From principles into practice. International Baccalaureate Organization, IB Publishing Ltd, 2015. Appendix p. 80.

## 17) Assessment Criteria for the Extended Essay

Total marks available: 34

All extended essays are externally assessed by IBO examiners. Two assessments are combined for overall assessment score: the formative assessment (Reflections on planning and progress form) and the summative assessment (the EE itself).

The following is a general overview and is intended to help you understand each criterion in terms of what should be included in the extended essay to achieve the highest level. For the more specific criteria intended for your particular subject you must look at the subject specific guidelines in the subject guide.

<b>Criterion</b>	<b>Unpacking the criterion</b>
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.
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.
C: Critical thinking	This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.
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 adds effective communication.
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.
<b>Criterion</b>	<b>Overview of the Assessment Criteria for the Extended Essay</b>
A: Focus and method Achievement Level (0-6)	<p>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.</p> <ul style="list-style-type: none"> <li>· Does this essay meet the requirements for the subject for which you are registering it?</li> <li>· Is your research question stated as a question?</li> <li>· Have you explained how your research question relates to the subject that you selected for the extended essay?</li> <li>· Have you given an insight into why your area of study is important?</li> </ul>

	<ul style="list-style-type: none"> <li>· Is your research question feasible within the scope of the task? Could your research question be “answered” or is it too vague?</li> <li>· Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?</li> <li>· Did you explain why you selected your methodology?</li> <li>· 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?</li> <li>· If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?</li> <li>· Are there any references listed in the bibliography that were not directly cited in the text?</li> </ul>
<p>B: Knowledge and understanding Achievement Level (0-6)</p>	<p>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.</p> <ul style="list-style-type: none"> <li>· Have you explained how your research question relates to a specific subject you selected for the extended essay?</li> <li>· Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?</li> <li>· Is it clear that the sources you are using are relevant and appropriate to your research question?</li> <li>· Do you have a range of sources, or have you only relied on one particular type, for example internet sources?</li> <li>· Is there a reason why you might not have a range? Is this justified?</li> </ul>
<p>C: Critical thinking Achievement Level (0-12)</p>	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ul style="list-style-type: none"> <li>· Have you made links between your results and data collected and your research question?</li> <li>· If you included data or information that is not directly related to your research question, have you explained its importance?</li> <li>· Are your conclusions supported by your data?</li> <li>· If you found unexpected information or data, have you discussed its importance?</li> <li>· Have you provided a critical evaluation of the methods you selected?</li> <li>· Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?</li> <li>· Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?</li> <li>· Are all your suggestions of errors or improvements relevant?</li> <li>· Have you evaluated your research question?</li> <li>· Have you compared your results or findings with any other sources?</li> <li>· 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?</li> </ul>

<p>D: Presentation Achievement Level (0-4)</p>	<p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this adds to effective communication.</p> <p>Have you read and understood the presentation requirements of the extended essay?</p> <p>Is your essay double-spaced and size 12 font?</p> <p>Are the title and research question mentioned on the cover page?</p> <p>Are all pages numbered?</p> <p>Have you prepared a correct table of contents?</p> <p>Do the page numbers in the table of contents match the page numbers in the text?</p> <p>Is your essay subdivided into correct sub-sections if this is applicable to the subject?</p> <p>Are all figures and tables properly numbered and labelled?</p> <p>Does your bibliography contain only the sources cited in the text?</p> <p>Did you apply the same reference system throughout the extended essay?</p> <p>Does the essay contain less than 4,000 words?</p> <p>Is all the material in the appendices important and necessary?</p> <p>Have you proofread the text for spelling or grammar errors?</p>
<p>E: Engagement Achievement Level (0-6)</p>	<p>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 RPPF.</p> <ul style="list-style-type: none"> <li>· Have you demonstrated your engagement with your research topic and the research process?</li> <li>· Have you highlighted challenges you faced and how you overcame them?</li> <li>· Will the examiner get a sense of your intellectual and skills development?</li> <li>· Will the examiner get a sense of your creativity and intellectual initiative?</li> <li>· Will the examiner get a sense of how you responded to actions and ideas in the research process?</li> </ul>

## 18) Reflection in the Extended Essay

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 with this. They are not exhaustive.

Level of reflection	Example of the kinds of questions students may have asked and answered of themselves
Descriptive	<ul style="list-style-type: none"> <li>·What did I do?</li> <li>How did I undertake my research?</li> <li>· What were the problems I faced?</li> <li>Did my approach or strategies change throughout the process?</li> <li>· What have been the high and the low points of the research and writing process?</li> </ul>
Analytical	Do I consider my research to be successful?

	<p>If I changed my approach or strategies during the process, why did I do this?</p> <p>What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research? · How has my understanding of the topic and research process developed throughout the task?</p>
Evaluative	<p>If I were to undertake this research again, would I do it differently—if so, why, or why not?</p> <p>What has affected this?</p> <p>If I did do the research again, would I change the theories applied or the methodological approach?</p> <p>Would this have led to a different outcome?</p> <p>What can I conclude from this?</p> <p>Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes?</p> <p>Did any questions arise during my research that were not expected?</p> <p>Would I do things in a different manner if I were to undertake the research again?</p>

## 19) Extended Essay: Responsibilities of Students

- Choose a subject from the available EE subject list. See Diploma EE Coordinator for details.
- Ensure that the starting point for your essay is a subject that is available.
- Observe the regulations with regard to the extended essay, including the IB’s Ethical Guidelines.
- Read and understand the subject-specific guidelines for the subject in which you intend to complete your EE, including the interpretation of the assessment criteria.
- Plan a schedule for both the researching and writing of your EE, including extra time for delays and unforeseen problems.
- Plan how, when and where you will find material and sources for your essay before deciding on the final topic and research question. Record sources as your research progresses using your Researcher’s Reflection Space rather than trying to reconstruct a list at the end.
- Carefully reflect on the reasons for your choice of subject, followed by a topic, and then think carefully about the research question for your essay. Reflect on any changes that you make to these throughout the EE process.
- Meet all internal deadlines set by your school in relation to the EE.
- 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 a breach of these. Act promptly on the advice of those supporting the EE process to avoid difficult discussions.



- Record evidence of regular research and learning on your informal Researcher's Reflection Space on Managebac then actively use evidence from this to prepare for, and discuss in, reflection sessions.
- Make the most of Supervision and reflection sessions by arriving prepared to discuss your work.
- Arrange and attend three mandatory reflection sessions with your supervisor, the last of which is the viva voce. Record the discussion points and further actions on Managebac.
- Record your formal reflections on the Planning and Progress Form on Managebac for submission as part of the assessment of criterion E (engagement).
- Have a clear structure for the essay before beginning to write.
- Check and proofread the final version of their extended essay.
- Make sure that the version that you submit for assessment is the final version with all sources correctly and consistently referenced.
- Ensure that all requirements are met.

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