



Lancers[®]
International School
An IB World School



Lancers International School

Extended Essay Handbook



2020 - 2022

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IB Diploma Curriculum Model¹



The IB Diploma programme is presented as six academic areas enclosing a central core (see figure above).

1. It encourages the concurrent study of a broad range of academic areas.
2. Students study
 - a. two modern languages (or a modern language and a classical language),
 - b. a humanities or social science subject,
 - c. an experimental science,
 - d. mathematics and
 - e. one of the creative arts.
3. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance.
4. In each of the academic areas students have flexibility and can choose subjects that particularly interest them and that they may wish to study further at university.

¹https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=1&chapter=1§ion=1

The core of the Diploma Programme

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

- Theory of knowledge (TOK) is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know.

- Creativity, activity, service (CAS) is at the heart of the Diploma Programme. The three strands of CAS are:
 - ❖ creativity (arts and other experiences that involve creative thinking)
 - ❖ activity (physical exertion contributing to a healthy lifestyle)
 - ❖ service (an unpaid and voluntary exchange that has a learning benefit for the student).

- The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects, and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen.

The extended essay

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the *Reflections on planning and progress form* (Appendix 2)

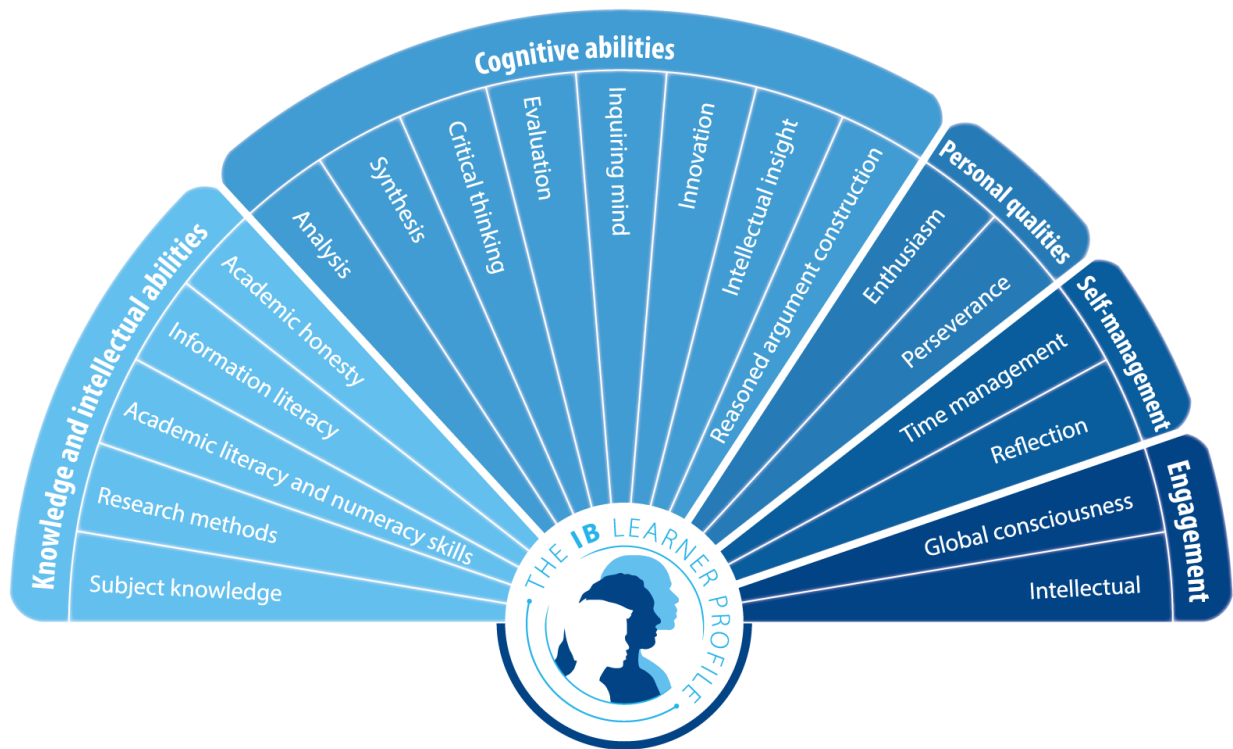
The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

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

Skills development in the EE

The research and writing process of Extended essay represents IB learner profiles like open-minded, principled and reflective etc. The EE allows students to develop skills required for both tertiary education and employment in the 21st century. These skills relate closely to both the assessment criteria of the EE and approaches to teaching and learning within an IB education.



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² Teacher Support Material." | *The International Baccalaureate* | *Le Baccalauréat International* | *El Bachillerato Internacional* (1), ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=2&chapter=3&ion=1

Academic honesty and the EE

It is important for a student to follow the IB regulations on academic honesty or ethical research guidelines in order to make their work authentic. Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements suggested by IB (appendix 5)

The IB does not prescribe which style(s) of referencing or in-text citation should be used by students; this is left to the discretion of appropriate faculty/staff in the student's school. In practice, MLA style except psychology (APA style) is most commonly used. Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized.

- When writing, students must clearly distinguish (in the body of the text) between their words and those of others by the use of quotation marks (or other methods like indentation) followed by an appropriate citation that denotes an entry in the bibliography.
- Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged.
- Students must be advised that any audio-visual material, text, graphs, images and/or data that is crucial to their work and that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.
- Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes:
 - name of author
 - date of publication
 - title of source
 - page numbers as applicable
 - date of access (electronic sources)
 - URL.
- For the bibliography, students need to follow the minimum requirements summarised on the last page of effective citing and referencing (Appendix 5) document.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows

readers to evaluate the evidence for themselves, and it shows the student's understanding of the importance of the sources used. If a student is failed to comply with the requirement of documenting his/her essay, it will be treated as academic misconduct and will, therefore, be treated as a potential breach of IB regulations. Students are expended to read the guidelines for academic honesty (Appendix 6) in the IB educational context and effective citing and referencing(Appendix 5)

The Structure of the Extended Essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected. There are six required elements of the final work to be submitted. More details about each element are given in the Presentation (appendix 4) section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

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

Formal Presentation for Extended Essay

Extended Essay is a formally written research paper and it should follow some professional presentation guidelines

- Font and spacing

Students should use a font, font size and spacing conducive to on-screen marking. This will also help examiners to read and assess essay on-screen.

- Referencing/citation

Students should follow consistent referencing .citation format and meet the minimum requirements for acknowledging both written and electronic sources expected by the IB. Please refer to effective citation and referencing.

Below formatted examples are in two drastically different fonts which reflects the difference in one and mood.

Example A (12 point, Arial, double-spaced)

The revenue received by the government will increase with the increasing prices if there is no significant change in demand. As it does not, the revenue will rise but not at a steady pace. The sales of used cars will increase the scope of the revenue of the government, as its demand will rise as a result of the rise in COE prices of relatively new cars. However, its full impact cannot be determined as its supply fluctuates in different time periods as the government predefines the number of quotas released every six months in a year.

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Example B (9 point, Comic Sans, single spaced)

The revenue received by the government will increase with the increasing prices if there is no significant change in demand. As it does not, the revenue will rise but not at a steady pace. The sales of used cars will increase the scope of the revenue of the government, as its demand will rise as a result of the rise in COE prices of relatively new cars. However, its full impact cannot be determined as its supply fluctuates in different time periods as the government predefines the number of quotas released every six months in a year.

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³ Teacher Support Material." |*The International Baccalaureate*|*Le Baccalauréat International*|*El Bachillerato Internacional*|(2),
ipublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=1.

⁴ Teacher Support Material." |*The International Baccalaureate*|*Le Baccalauréat International*|*El Bachillerato Internacional*|(2),
ipublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=1.

Difference between Formal and Informal writing

The language for Extended Essay should be formal and academic in tone. The chart below gives you some idea of the differences between informal and formal essays.

Characteristic	Informal essay (sometimes also called personal or familiar essay)	Formal essay
Author's viewpoint	Usually uses first-person pronouns; it directly addresses the reader.	Usually uses third-person pronouns.
Subject/ content: Sources of evidence	Frequently drawn from life of the student and everyday events.	More commonly drawn from shared historical events or literature or other forms of knowledge.
Tone	Frequently more personal and subjective; may be ironic, amusing, thoughtful, angry or serious; conversational and casual.	Tone appears to be objective; holds emotions in check and expresses concerns through strong arguments and powerful rhetorical devices.
Structure	Appears to be more loosely structured.	Follows a structure that focuses on the development of one clear argument at a time to support a clearly stated thesis.
Location of the research purpose/ question	May appear anywhere in the essay; may not be explicitly stated.	Stated explicitly, generally located in the first or second paragraph of the essay.
Vocabulary	Everyday words; slang and colloquialisms; contractions; uses "you" and "I".	Technical words according to subject; no slang or contractions; avoids "you" and "I" (the use of "I" in the introduction and conclusion of an essay is permitted but in the body of the essay is best avoided in order to maintain an academic tone).

Purpose	Entertainment; gentle reflection.	Presentation of facts and ideas with critical evaluation, arguing a point and analysing in detail. ⁵
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⁵ Teacher Support Material." |*The International Baccalaureate*|*Le Baccalauréat International*|*El Bachillerato Internacional*|(2), [ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=1](http://publishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=1).

Some example

The following examples highlight the differences between formal and informal tone.



Biology

Biology has always been a passion of mine. Ever since I was searching for frogspawn in my grandparent's pond as a four-year-old and annoying my mum with a battery of jam jars on the window sill in which I was trying to raise tadpoles I have been fascinated with observing nature in detail. Even in English, reading *Death of a Naturalist* by Seamus Heaney, I found myself thinking up an experiment to do with dragonflies and bluebottles. I have a fish tank at home with three different sorts of fish. I've noticed that they all respond differently when I feed them. I'm wondering what else is different in their behaviour so, in this extended essay, I'm going to find out how they react to light.

This extended essay is focused on investigating the phototactic responses of three different species of fish that occupy different areas of an aquarium: danios (*Danio rerio*), which group near the surface of the water, black skirt tetra (*Gymnocorymbus ternetzi*), which swim in the middle of the tank, and kuhli loach (*Pangio kuhlii*), which swim near the bottom of the tank. It is anticipated that they will respond differently to light according to their niche within the tank.

The outcome of my investigation could inform the feeding strategy used for different fish as well as highlight the adaptive nature of taxic response in fish. In addition, this essay may help to inspire some fellow students to view their fish with new interest, and consider their own strategies in populating a fish tank.

Dos and don'ts:

 Do:	 Do not:
<p>The writing should be clear and to the point</p> <p>The ideas should be linked with expressions like in addition, nevertheless, on the other hand, by contrast, although, alternatively.</p> <p>Some complex sentences should be included in writing.</p> <p>The semi-colons should be used correctly.</p>	<p>Any Phrase that sounds like friendly chat like "well" or "you know" or "anyway" or "like I just said" should be avoided.</p> <p>Words like "And", "But", "Because" or "So" should not be used at the beginning of a sentence.</p> <p>Less usage of exclamation marks!!!</p> <p>Words like "nice" and "a lot" have no power. Descriptive words like "delicious" or "endless" should be used more frequently.</p>

Roles and responsibilities of students / EE supervisors/ EE Coordinator



Responsibility of a Student

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

Students are strongly recommended to:

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

Quick glance: the role of the student

 Do:	 Do not:
choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality	choose a topic or research question that you have seen in exemplars and that have been done too many times before
develop a Researcher's reflection space that will facilitate planning and preparation for reflection sessions	overlook the importance of planning and how this can contribute to success in your extended essay
make the most of your supervisor's availability to guide you in the process	try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.
prepare for reflection sessions appropriately	
meet all internal deadlines	
maintain a reference list as you work	
familiarize yourself with relevant policies.	

Responsibility of the Supervisor

The supervisor plays an important role in helping students to plan and undertake their research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their research. This is done through the supervision process, including the three mandatory reflection sessions and the completion of the *Reflections on planning and progress form*.

It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the extended essay. Supervisors and students must discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of the task.

Students should be encouraged to initiate discussions with their supervisor to obtain advice and information and the role of the supervisor should be explained to them so that there is a shared understanding of expectations and responsibilities. Supervisors must ensure that they understand the important role they play in supporting students in this process. However, if a student could not have completed the work without substantial support from their supervisor, this should be reported to the Diploma Programme/extended essay coordinator, who in turn must record the details on the appropriate form. Additionally, if the student has received substantial support from a teacher but has not declared this, then this too must be recorded in the summative comment made by the supervisor on the *Reflections on planning and progress form*. If academic misconduct is suspected, supervisors must report this to the Diploma Programme/extended essay coordinator initially.

Supervisors are required to:

- undertake three mandatory reflection sessions with each student they are supervising
- initial and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. An RPPF that is blank, unsubmitted, or written in a language other than that of the essay, will be awarded a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students
- monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- read and comment on one draft only of the extended essay (but do not edit the draft); this should take place after the interim reflection session, but before the final reflection session, the *viva voce*
- ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

Quick glance: the role of the supervisor

 Do:	 Do not:
ensure you feel prepared to undertake the role of the supervisor	overlook the role or give it insufficient time
help students to arrive at a focused research question which is feasible within the scope of the task, time available, and the student's ability	use the reflections or check-in sessions to address key skills such as research methodology and referencing; instead, speak to your Diploma Programme/extended essay coordinator about more effective cohort-wide provision.
emphasize the importance of the reflection sessions as supported by a detailed Researcher's reflection space	
ensure that students are given copies of relevant publications available on the programme resource centre, such as policies, exemplars and subject reports	
ensure you are fully familiar with both the assessment requirements of the subject you are supervising as detailed in the relevant chapter of the <i>Extended essay guide</i> , as well as the generic requirements	
monitor the progress of the students and encourage them to develop skills relevant to their research and writing	
comment fully on one draft of the extended essay within the parameters permitted	
ensure adequate availability to students for check-in and reflection sessions.	

Responsibility of EE coordinator

- Ensure that extended essays conform to the regulations outlined in the Diploma Programme [Assessment procedures](#).
- Ensure that students select the subject for their extended essays from the list of available subjects for the May or November session in question (in the Diploma Programme Assessment procedures) before choosing a topic.
- Ensure that each student has an appropriately [qualified supervisor](#), who is a member of staff within the school.
- Introduce, explain and support the reflection process.
- Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material.
- Ensure that the [Reflections on planning and progress form](#) (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the Diploma Programme Assessment procedures.
- Provide exemplars of extended essays to supervisors and students.
- Ensure that supervisors and students are familiar with the IB documents [Academic honesty in the IB educational context](#) and [Effective citing and referencing](#).
- Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.
- Explain to students that they will be expected to spend up to 40 hours on their extended essay.

Assessing the extended essay

Understanding the assessment criteria

Extended Essay is an externally assessed component and marked by an IB Examiner. Assessment of the extended essay is a combination of formative assessment (the *Reflections on planning and progress form -appendix 2*) and summative assessment (the extended essay itself). Generic assessment criteria are used with subject-specific interpretations. It is important for a student to read and understand the assessment criteria criteria.

EE Mark and Diploma Programme Mark

In order to earn the IB Diploma, a student must receive at least 24 points in total in your marks from six subjects, fulfill all requirements of the IBDP core (EE, CAS, ToK), and meet various other requirements that are explained in the document General Regulations: Diploma Programme. The IB will add additional points to your overall IBDP mark based on a student's marks in EE and ToK, using the matrix below, taken from the document Diploma Program Assessment Procedures. If a student receives an E or N in the EE or ToK, the student can not obtain a diploma.

	Theory of knowledge (TOK)					
	Grade awarded	A	B	C	D	E or N
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

The table below reflects the understanding about assessment criteria with a detailed grade descriptor.

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> ● 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. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> ● The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. ● The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> ● The source(s) and/or method(s) to be used are limited in range given the topic and research question. ● There is limited evidence that their selection was informed.

<p>3-4</p>	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>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.</p>
<p>5-6</p>	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> ● The application of source material has limited relevance and is only partially appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> ● Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3-4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> ● The application of source material is mostly relevant and appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> ● The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>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.</p>
5-6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> ● The application of source materials is clearly relevant and appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <p>The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</p>

Criterion C: Critical thinking

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1-3	<p>The research is limited.</p> <ul style="list-style-type: none"> ● The research presented is limited and its application to support the argument is not clearly relevant to the research question. <p>Analysis is limited.</p> <ul style="list-style-type: none"> ● There is limited analysis. ● Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p>
4-6	<p>The research is adequate.</p> <ul style="list-style-type: none"> ● Some research presented is appropriate and its application to support the argument is partially relevant to the research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> ● 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. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> ● An argument explains the research but the reasoning contains inconsistencies. ● The argument may lack clarity and coherence but this does not significantly hinder understanding. ● Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. ● The research has been evaluated but not critically.

7-9	<p>The research is good.</p> <ul style="list-style-type: none"> ● The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> ● The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. ● Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> ● An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. ● This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. ● The research has been evaluated, and this is partially critical.
10-12	<p>The research is excellent.</p> <ul style="list-style-type: none"> ● The research is appropriate to the research question and its application to support the argument is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> ● The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. ● Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <p>An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</p> <p>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.</p> <p>The research has been critically evaluated.</p>

Criterion D: Presentation

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none">• The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.• Some layout considerations may be missing or applied incorrectly.• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.
3–4	<p>Presentation is good.</p> <p>The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.</p> <p>Layout considerations are present and applied correctly.</p> <p>The structure and layout support the reading, understanding and evaluation of the extended essay.</p>

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the RPPF (Appendix 2), with the supervisory comments and extended essay itself as context. Only the first 500 words are accessible.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.
1–2	Engagement is limited. <ul style="list-style-type: none"> ● Reflections on decision-making and planning are mostly descriptive. ● These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3–4	Engagement is good. <ul style="list-style-type: none"> ● Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. ● These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
5–6	Engagement is excellent. Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

Students should also refer to the Unpacking of assessment criteria (Appendix 1) document to understand each criterion in terms of what should be included in the extended essay to achieve the highest level.

Reflecting throughout the research process

Reflection is a continual process. The following table identifies three stages in the review process and the kinds of questions students can usefully consider at each. It also suggests what evidence students might use in your reflection sessions to demonstrate your progress and learning.

Stage	Types of questions you may ask yourself	Evidence from my researcher's reflection space
Initial: Planning stages	<ul style="list-style-type: none"> ● What am I interested in researching and why? ● What are my motivations for undertaking research in this area? ● How will I begin the research process? ● Is my chosen topic appropriate for the subject I have chosen to complete it in? ● Do I have sufficient knowledge of the subject area to fulfill the criteria of an EE? ● What possible question(s) might I research? ● How might I go about undertaking this research? ● Do I have access to appropriate sources? ● Are my chosen research methods appropriate for the subject I have chosen to complete it in? ● Are there any ethical issues I need to consider before pursuing this area of research? ● Is there sufficient focus in my research area? 	<p>Mind map®</p> <p>Annotated section of the <i>Extended essay guide</i></p> <p>Annotated bibliography</p> <p>Annotated photograph, newspaper article, and so on</p>

<p>Background reading stage</p>	<ul style="list-style-type: none"> ● What have I learned about my subject area so far? ● What questions are emerging? Are these similar or different to my initial questions? ● Given the initial reading I have undertaken on the subject, is my research question appropriate for the subject I am submitting my EE in? ● Is my research question manageable within the word limit of the EE? ● Will my research question allow me to think critically about the topic I am researching? If it suggests a descriptive response, how might I need to change it to allow for more critical thinking? ● Are there any challenges that I need to overcome in order to achieve my desired outcomes? 	<p>Notes</p> <p>Annotated article</p> <p>Brainstorm of questions</p> <p>Mind map® of potential challenges and possible strategies</p>
<p>Interim: Writing stage</p>	<ol style="list-style-type: none"> 1. Do I have sufficient data/information to begin formulating an argument? 2. If I do not have sufficient data/information, how will I go about resolving this? Can it be resolved? 3. To what extent does the data/information I have relate to my proposed research question? 4. Given the data/information I have collected, do I need to reformulate my research question? 5. Has the data/information collected taken me in an unexpected direction? 6. Do I want to change course now? Is it too late? 7. Are there still questions/issues that I am unclear how to resolve? 8. Am I keeping to a schedule with the writing process? 	<p>Introduction of the essay</p> <p>Annotated sections from books, journals, articles, and so on</p> <p>Reworked research question</p> <p>Examples of data/information collected from research</p>

<p>Final: Writing stage</p>	<ul style="list-style-type: none"> ● Do I have a reasoned argument that can be sustained throughout the essay? ● Am I able to make coherent links between different points made and the evidence presented? ● To what extent have I answered my research question? ● What reasons may have affected my ability to answer my research question? ● If I have been selective in the evidence presented in my essay, can I justify my choices? ● Is there a clear summative conclusion, and does this reflect the discussion that has taken place? ● To what extent do I think I have fulfilled the expectations of the extended essay as a task? ● Has my research resulted in me changing my perspective or views on the topic in question? ● What strategies have I employed that have worked particularly well at this stage of the process? 	<p>An outline of the main argument</p> <p>Timeline</p> <p>Working bibliography</p>
<p><i>Viva voce</i></p>	<ul style="list-style-type: none"> ● To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research? ● What strategies did I employ that proved particularly effective in the research process? ● What skills have I developed and how might these be useful in the future? ● What improvements might I suggest to my own working practices? ● How might different research strategies have impacted my outcomes? ● What did I learn about myself as a learner in this process? 	

Extended Essay Timeline for the Class of 2022

Extended Essay Timeline Class of 2022	
Dates	Timelines- This will help supervisors to track the progress of the students regarding extended essays .
Submission of subject selection form within 5th January, 2021 [Appendix 7] to the EE coordinator/ Diploma Programme Coordinator	
Timeline 1-22nd January, 2021 Submission of research proposal presentation.	
Timeline 2- Research proposal Presentation (Appendix 8) 25th to 27th January	Students are expected to present their research proposal presentation on already chosen subjects infom of the student and teaching community. Post presentations the EE coordinator will publish the list of students for each supervisor. This will be done after discussion with subject teachers and based on students' presentations.
Timeline 3- 1rst June, 2021	<p>a. In Managebac (IB Manager- Extended Essay- Edit Extended Essay Proposal) enter your supervisor's name, subject, topic, category (for English and Spanish only), research question, and, in the Notes section, MLA 8/APA references of your four most important sources.</p> <p>b. Complete first reflection. Put this in Managebac (IB Manager-Extended Essay- Planning and Progress). Each reflection should be about 125-200 words. The three reflections cannot exceed 500 words in total.</p> <p>What to read from Extended Essay Guide (26-31 pgs total, depending on subject): EE overview, overview of student, supervisor, librarian, and external mentors roles: p.34-38, 44-53, 57-58 Topic and research question guidance: 74-77 Overview, choice of topic, and treatment of topic sections for your subject: found somewhere in sections 8-14 of Extended Essay Guide Reflection overview, explanation of 1st reflection session: 39-41, 54-55, 58-61 1st example reflection, provided by supervisor</p>

<p>Timeline 4- 8th August, 2021</p>	<p>a. Take notes from sources b. Create outline What to read from Extended Essay Guide (18 pgs total): Research and writing overview: p.72 Explanation of parts of EE: 78-80 Academic honesty, referencing and citation: 84-88</p>
<p>Timeline 5- 24th September, 2021</p>	<p>a. Write the first 2000 words of your EE. Include a title page, table of contents, and bibliography; following the requirements from the guide. You should finish the introduction and about a third of the body of the essay in these first 1500 words. Your supervisor will give you the grade in Managebac based on what letter grade they predict your EE will receive. An A (27-34)=E (Excellent), then; a B (21-26) or C (14-20)=O (On Track), a D (7-13) or E (0-6)= C (Concern). “Concern” is a failing grade, and failing Extended Essay counts the same as failing as any other subject. They will use Criteria A-E to grade you.</p> <p>b. Complete the 2nd reflection. Put this in Managebac (IB Manager-Extended Essay- Planning and Progress) This will count for six marks of the grade (in Criteria E) you will receive for the 1st 1500 words. Each reflection should be about 125-200 words. The three reflections cannot exceed 500 words in total.</p> <p>What to read or re-read from Extended Essay Guide (25-26 pgs total, depending on subject): Explanation of parts of EE, academic honesty, referencing and citation, and proofreading: p.78-88 Explanation of 2nd reflection session: p.61-62 Assessment Criteria: p.95-102 Interpreting the EE assessment criteria for your subject: found somewhere in sections 8-14 of Extended Essay Guide 1st example EE and 2nd example reflection, provided by supervisor</p>

<p>Timeline 6- 19th October, 2021</p>	<p>Write a complete first draft (3000 words maximum) of the Extended Essay. Include a title page, table of contents, and bibliography; following the requirements from the guide. Your supervisor will give you the grade in Managebac based on what letter grade they predict your EE will receive. An A (27-34)=E (Excellent), then; a B (21-26) or C (14-20)=O (On Track), a D (7-13) or E (0-6)= C (Concern). “Concern” is a failing grade, and failing Extended Essay counts the same as failing as any other subject. They will use Criteria A-E to grade you.</p> <p>What to read or re-read from Extended Essay Guide (25-26 pgs total, depending on subject):</p> <p>Explanation of parts of EE, academic honesty, referencing and citation, and proofreading: p.78-88</p> <p>Assessment Criteria: p.95-102</p> <p>Supervisor’s role in commenting on draft: p.63</p> <p>Interpreting the EE assessment criteria for your subject: found somewhere in sections 8-14 of Extended Essay Guide</p> <p>2nd example EE, provided by supervisor, if applicable</p>
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<p>Assessment 5 30th November, 2021</p> <p>20th to 31st January, 2022</p>	<p>a. Nov 20- Write the final draft (4000 words maximum) of the Extended Essay. Include a title page, table of contents, and bibliography; following the requirements from the guide. This is the version that will be sent to the IB. There will be no changes made to the EE after this submission.</p> <p>B. 31st January - Complete the final reflection session, or viva voce. Put this in Managebac (IB Manager-Extended Essay-Planning and Progress)</p> <p>This, along with your previous two reflections, will count for six marks of the grade (in Criteria E) you will receive for the final draft.</p> <p>This will be the final reflection for the Extended Essay. There will be no changes to the reflections after this submission. The three reflections you have submitted at this point will be the ones submitted to the IB. Each reflection should be about 125-200 words. The three reflections must not exceed 500 words in total.</p> <p>The last day we will accept late submissions of the Extended Essay final draft and the reflections is Monday, January 24, 2022; at 9am. We will not accept any submissions after that time. Please remember that you cannot obtain your Diploma if you don't receive at least a D on the Extended Essay.</p> <p>What to read or re-read from Extended Essay Guide (26-27 pgs total, depending on subject): Explanation of parts of EE, academic honesty, referencing and citation, and proofreading: p.78-88 Assessment Criteria: p.95-102 Submitting the final draft, explanation of 3rd reflection session: 64-66 Interpreting the EE assessment criteria for your subject: found somewhere in sections 8-14 of Extended Essay Guide 3rd example EE and 3rd example reflection, provided by supervisor</p>
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The role of Managebac for Extended Essay

At Lancers International school students use Managebac for development of their ideas, record all sources used for the development of the essay, communicating with the supervisors and record three mandatory reflections. Students will be allocated a supervisor based on their research proposal presentation and students need to complete the topic and RQ within the allocated timeline. Students are expected to regularly visit managebac to follow the instructions and suggestions given by their supervisor. Students need to organise their research and writing by following the “to do” list on ManageBac (Appendix 9). Students are also expected to save sources on research reflection space (RRS) and enter reflection as per the timeline(Appendix 9)

Frequently Asked Questions

1. What is Extended Essay?

Ans- A formal piece of sustained academic writing (an essay) containing no more than 4,000 words accompanied by a reflection form of no more than 500 words. EE is Externally assessed and, together with the grade for TOK, contributes up to three points to the total score for the IB Diploma.

2. Where is it placed in the IB curriculum model?

Ans -It is a core component of IB diploma programme along with TOK and CAS.

3. How important is it towards achieving the IB Diploma?

Ans- It is compulsory for all students and students must achieve a D grade or higher in order to be awarded a diploma.

4. How much time does one get to complete the Extended Essay?

Ans -Students should work 40 hours to complete the EE research and writing process.

5. Does it have to be written in one of the chosen DP subjects?

Ans- Students are allowed to take any subject offered from the list of available Diploma Programme subjects for the session in question.

6. Is it a good practice to choose one of the HL subjects for the EE?

Ans -It is better to choose the subject for EE from one of the HL subjects in order to critically apply and evaluate research questions with subject specific terminologies and theories.

7. Is there a checklist that one can follow?

Ans- Checklist is available for assessment criteria

8. How is the extended essay assessed?

Ans- Assessment of the extended essay is a combination of formative assessment (the Reflections on planning and progress form) and summative assessment (the extended essay itself). Generic assessment criteria are used with subject-specific interpretations.

9. What all skills are required for the EE?

Ans- Research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation.

10. How is one required to formulate a good RQ?

The research question helps students to retain focus throughout the essay. A research question should be a clear and focused question centred on a research topic.

Appendix-1

Unpacking the criteria

Each criterion is organized at three levels of information. Firstly, the markband, which relates to the mark range available; secondly, the strand, which relates to what is being assessed; and, thirdly, the indicators, which are the demonstration of the strands within a markband. For example:

Criteria	Unpacking the criteria
A: Focus and method	<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 title and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p> <ol style="list-style-type: none"> 1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness. <ul style="list-style-type: none"> ○ How well does the research paper identify and communicate the chosen topic? 2. The title is a formal requirement on the title page of the essay. If the title is missing, it will be considered on balance with the other formal requirements against criterion D. While there is no explicit penalty in criterion A, the title will help address the requirements as it expands on the student's intended focus. Without a title, students lose an opportunity to clarify their focus. 3. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question. <ul style="list-style-type: none"> ○ Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task? ○ Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area? ○ Is the focus of the research question maintained throughout the essay? 4. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question. <ul style="list-style-type: none"> ○ Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit? 5. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. The quality of the

	research question itself is not considered when assessing source selection on balance.
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B: Knowledge and understanding	<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> <ol style="list-style-type: none"> 1. The research question being investigated is put into the context of the subject/discipline/issue. <ul style="list-style-type: none"> ○ Demonstration of the appropriate and relevant selection and application of the sources is identified. 2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology. <ul style="list-style-type: none"> ○ The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed. 3. Sources/methods are assessed here in terms of their application to support knowledge and understanding in response to the research question.
C: Critical thinking	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ol style="list-style-type: none"> 1. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented. 2. The analysis of the research is effective and focused on the research question. 3. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question. 4. There is a critical evaluation of the arguments presented in the essay. 5. Unlikely or unexpected outcomes can also demonstrate critical thinking.

D: Presentation	<p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p> <ol style="list-style-type: none"> 1. Structure: the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. (Examiners, supervisors and students are advised to check the guidance given in the Extended essay guide for the relevant subject.) 2. Layout: title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, bibliography and referencing. <ul style="list-style-type: none"> ○ The referencing system should be correctly and consistently applied and should contain the minimum information as detailed in the Effective citing and referencing document.* ○ The extended essay has not exceeded the maximum word limit.** 3. Appropriate formatting: as described in the “Presentation” section of this guide. <p>* Referencing and bibliographies are only assessed against criterion D based on their visual layout (for example, consistent presentation of footnotes) and presence (bibliography as a structural requirement). The content and completeness of a reference or bibliography should not be assessed. Insufficient or incomplete references or bibliographies will be raised by examiners as a case of “suspected malpractice” for further investigation prior to issue of results, with no undue assessment penalties applied.</p> <p>** While there is no explicit penalty in criterion D for exceeding 4,000 words, students should be aware that examiners will not read beyond the 4,000-word limit. Criterion D specifically may be impacted if, in exceeding 4,000 words, one of the structural requirements of the essay (for example, the conclusion, or important illustrative material) is unassessed by the examiner because he or she is not required to read beyond 4,000 words.</p>
E: Engagement	<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 Reflections on planning and progress form.</p> <ol style="list-style-type: none"> 1. Engagement with the process: the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices. 2. Engagement with their research focus: an insight into the student’s thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student’s engagement reflected?

Appendix-2

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

EE/RPPF

For use from May/November 2018

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International Baccalaureate®
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Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE. It must be submitted together with the completed EE for assessment under Criterion E. As per the 'Protocols for completing and submitting the Reflections on planning and progress form' section of the EE guide, a mark of 0 will be awarded by the examiner for criterion E if the RPPF is blank or the comments are written in a language other than that of the accompanying essay.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must indicate the month that the reflection session took place, the candidate's year of DP study at that time and initial this form.

First reflection session

Candidate comments:

Month:

DP year (1 or 2):

Supervisor initials:

Appendix 3

Research Reflection Space

The nature of the RRS

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

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

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

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

Appendix 4

Presentation requirement of Extended Essay

Title page

The title page should include the:

- title of the essay
- research question
- subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.



Word counts

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

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

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

Please refer to the following guidance 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
	Reflections on planning and progress form
	Headers

Please refer to the document entitled [Assessment principles and practices—Quality assessments in a digital age](#) for further clarification of word count requirements.

A note for students writing in Chinese and Japanese:

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

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

When typing in Chinese, word processing software is likely to include the number of characters and punctuation in the word count. Students are asked to not include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

A note about acknowledgments and dedications:

An acknowledgment/dedications page may be included in the EE if this is important to the student, but it must contain no “identifiers”, for example, people should not be detailed in any way that makes the student’s school identifiable. An acknowledgment/dedications page is not a formal requirement of the EE, so it does not contribute to either the word count or assessment.

Illustrations

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

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

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

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Headers

Students may wish to use the header function for their research question, so that it appears on each page. This may help retain focus.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this must be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

One appropriate use of footnotes is for the placement of the original quotation (where the original quotation is in a language other than the language of registration). This use of footnotes would not need to be included in the word count.

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

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

Appendices

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

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- 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.

Appendix 5

Effective Citation and Bibliography (from effective citation and referencing document published from IB)



When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between **our** words/work and the words/work of others.
 - Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.
 - Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.
- Use of a style guide ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

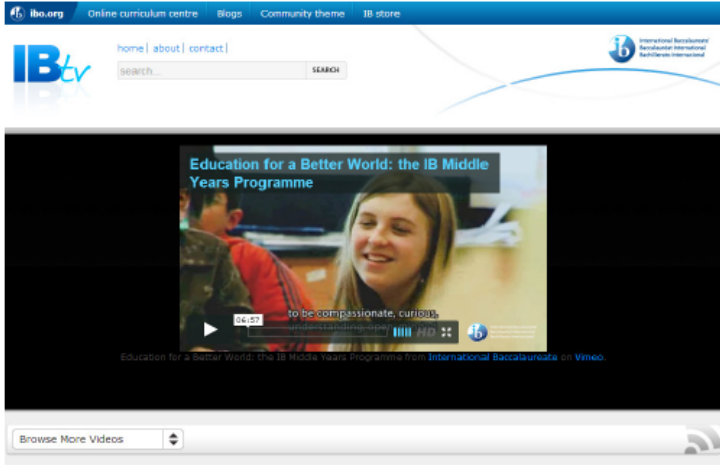
In-text citation is done by:

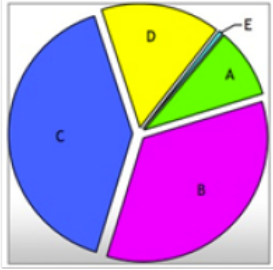

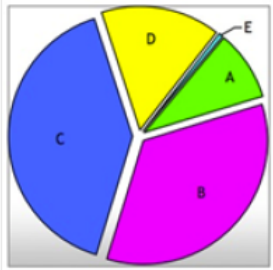
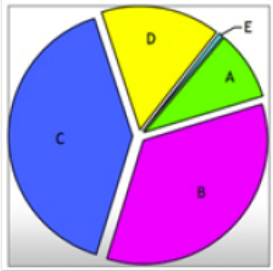
- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

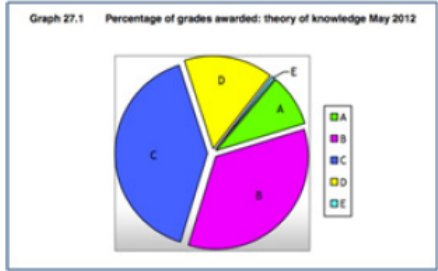
The following section provides examples on how to cite:

- printed sources
- non-printed electronic sources
- online video clips
- social media.

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author–date	Royce, suggesting that ability to read is “a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important” (1995).	
	Numbered footnote	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”. ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	
	Author–date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

		Citing an online video clip	Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate).	 <p>The screenshot shows the IBtv website interface. At the top, there is a navigation bar with links for 'home', 'about', and 'contact'. Below this is a search bar. The main content area features a video player with the title 'Education for a Better World: the IB Middle Years Programme'. The video player includes a play button, a progress bar, and a volume icon. Below the video player, there is a 'Browse More Videos' button and a social media icon.</p>
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	
Paraphrase	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate).	<p>Reference: International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327. Accessed 30 November 2013.</p>
	Author-date	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate 2010).	
	Numbered footnote	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	

	Citing an image	Source material
Author	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>The IB Diploma Programme Statistical Bulletin</p> <p>May 2012 Examination Session</p>
Author-date	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	
Numbered footnote	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012.⁵</p> <p>⁵ IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.</p>	



Reference:
 IB (International Baccalaureate). November 2012. *The IB Diploma Programme statistical bulletin, May 2012 Examination Session*. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.

Documentation checklist

Documentation checklist	
<p>When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer?</p> <p>(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)</p>	
<p>When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?</p>	
<p>When you use someone else's words or work, is it clear where such use starts—and where it finishes?</p>	
<p>Have you included full references for all borrowed images, tables, graphs, maps, and so on?</p>	
<p>Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?</p>	
<p>Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?</p>	
<p>Internet material: Have you included the URL or the DOI?</p>	
<p>For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?</p> <p>Is the citation a direct link to the first word(s) of the reference?</p>	
<p>For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?</p> <p>Do(es) the first word(s) of the reference link directly to the citation as used?</p>	
<p>Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?</p>	

Elements to be included in the reference

	Author(s)/ creator(s)	Chapter/article/ page title	Title	Periodical name	Institution/ publisher and city	URL/DOI		Publisher date	Volume/issue number	page number(s)	Database name	E-read/review	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes			Yes					If applicable		
Chapter from book (essays, readings, etc)	Yes	Yes	Yes		Yes			Yes		Yes			If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes		Yes					If applicable		
E-book	Yes		Yes		Yes			Yes				Yes	If applicable		
Newspaper/ magazine article	If available	Yes		Yes				Yes		Yes					
Journal paper	Yes	Yes		Yes				Yes	Yes	Yes					
Electronic newspaper/ magazine article	If available	Yes		Yes				Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes		Yes	Yes	If available	If applicable	If applicable			
Internet/web page	If available	Yes	Yes		If applicable	Yes		If available							Usually
Internet site	If available		Yes		If applicable	Yes		If available							Yes
Image/graph/ graphic	If available		Yes		If applicable	If applicable		If available							If applicable
Video	If available		Yes		If applicable	If applicable		If available							If applicable
Blog	Yes	Yes	Yes			Yes		If available							Yes

This page lists elements probably necessary in the full reference in the list of references, list of works cited or bibliography. At least enough information needs to be given to enable the source material to be tracked down and identified when different editions, issues, versions or formats are available. It is permissible to use common sense when deciding which elements to include for types of media not listed here—in such cases correctness may not be possible; completeness and consistency are the desirable features.

Appendix 6

Academic Honesty in Context of IB Diploma Programme

What is academic honesty?

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.

Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic honesty is an essential principle of the IB's academic programmes that enhances the organization's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".



For more information, please view the IB learner profile at <http://www.ibo.org/en/benefits/learner-profile/> and the publication Academic honesty in the IB educational context at <http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/>

As the legal guardian of a Diploma Programme student, how can we support our children?

- Encourage them to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- Encourage them to ask their teacher for advice if they are having difficulty with their work.



Academic Honesty — In the — Diploma Programme



What is academic misconduct?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Unfortunately in every Diploma Programme examination session there are students who are investigated for alleged 'academic misconduct'.

Categories of "academic misconduct" in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.



Good practice—recommendations for students

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination.

For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the *General regulations: Diploma Programme*.

Be aware that a breach of IB regulations will have serious consequences.



Acknowledging the work of others

Proper citation is a key element to academic scholarship and intellectual exchange.

More guidance can be found in the IB publication *Effective citing and referencing* available in the Digital toolkit section on the IB website (<http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/>)



Essentials

- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/ list of works cited) must be cited in the text.

Appendix 7

Subject Selection form

Lancers International School Subject selection form for Extended Essay
Due Date -
Student Name-
Proposed Subject choice 1-
Proposed Subject choice 2-
Student's Signature-

Appendix 8

Research Proposal presentation template

Slide 1- Subject

Slide 2- Reasons for selecting a Particular topic

Slide 3- Main Purpose of the research

Slide4- Types of the secondary sources available for the selected topic

Slide 5-If your topic requires primary research, how you are going to conduct it and what type of information you will gather from these sources.

Slide 6- Which areas/chapters/topics/unit of your subject can be applied to your selected topic

Slide 7- What subject specific theories/tools/book can be applied for research

Slide 8- What challenges/ obstacles you might experience and how you will overcome them

Slide 9 -Bibliography

Appendix 9

The role of Managebac

To do List

To what extent returning of Steve Jobs to Apple Inc affected its financial position :

Business Management

To Dos

Mukund's To Dos

- ✓ Jun 2, 2020 First reflection find the sample reflection file attached
- ✓ Jun 2, 2020 BCG and Product life cycle analysis before and after Steve Jobs rejoining
- ✓ Jun 8, 2020 Mukund, please write the first reflection. Also, share the explanation of the BCG matrix. You are right now free, use your time wisely.
- ✓ Jun 16, 2020 Try the first reflection find the sample attached for reference.
- ✓ Jun 16, 2020 Rewrite the BCG matrix analysis as explained
- ✓ Jun 16, 2020 Thoroughly understand Baker's style of Influence
- ✓ Jul 30, 2020 First reflection
- ✓ Jul 30, 2020 Write the answers to the question given to you after that I will introduce one more good business tool.
- ✓ Aug 1, 2020 Work on Human resource management policy of Steve Jobs, take content from Chapter-2. How it this structure helped to grow
- ✓ Aug 1, 2020 Look into the Kotler Product Level and see how you are able to apply before and after, just a suggestion this can be placed just after the BCG
- ✓ Aug 23, 2020 Second reflection
- ✓ Aug 23, 2020 Work on the leadership styles and motivational theories
- ✓ Aug 23, 2020 Baker's tools
- ✓ Aug 23, 2020 Kotler product level try to categorize the different products under each category
- Sample RPPF

Research Reflection Space (RRS)

← | Arjun Abbott

Worksheet | **Researcher's Reflection Space** | Assessment | Planning and Progress Form

September 19, 2020 12:20 PM ☆ ✎ 🗑

[Guess Which Indian Companies are Sailing High On Hemp](#)

The Narcotic Drugs and Psychotropic Substances Act's allows state governments to regulate the plant's production and use it for industrial purposes only.

September 19, 2020 12:17 PM ☆ ✎ 🗑

[Industrial Hemp: An emerging opportunity for India? - Sathguru Management Consultants](#)

Industrial Hemp (Cannabis sativa L.) a variety of cannabis, also known as Hemp – is a non-drug cannabis with tetrahydrocannabinol (THC) content generally below 0.3 percent. The crop can be cultivated for either fibre, seed or cannabidiol (CBD). Hemp seeds and hemp seed oil constitute major part of hemp business. The global industrial hemp market [...]

September 19, 2020 12:17 PM ☆ ✎ 🗑

[Hemp In India: Exploring The Growing Hemp Industry In India](#)

Mansi Shah of Hemp Fabric Lab tells us about sustainable fashion and hemp in India. Although hemp was legalized in 1985, the industry is still growing.

September 19, 2020 12:16 PM ☆ 🗑

[agriculture-10-00129.pdf](#)
700 KB

File section Under Extended Essay Group

Menu Lancers International School Search Lancers International School 929

2020-2022 Extended Essay Group

Overview
Reflections
Reviews
Calendar
Photos
Messages
Files
Members

Files

Name	Size	Modified
Extended Essay Guide	--	Nov 27, 2020 at 10:41 AM
Extended Essay Orientation-28th December	--	Dec 28, 2020 at 8:11 PM
Subject_selection_form.docx by Atashi Chakraborty	90 KB	Dec 28, 2020 at 7:41 AM
Research_proposal_presentation.pptx by Atashi Chakraborty	40 KB	Dec 28, 2020 at 7:41 AM

Reflection and Planning form (RRF)

Apps Inequality | Topics | V speech topic Pakistan inflation eas WORTH TRYING: ON 'Housing for all' an el pushpahar dalia - Go Price Elasticity

Menu Lancers International School Search Lancers International School 929

IB DP Class of 2021 (DP Year 2)

Overview
CAS
Extended Essay
Messages
Calendar
Files
Members

← Mukund Garg

Worksheet
Researcher's Reflection Space
Assessment
Planning and Progress Form

Candidate's comments

First Reflection session

It's my dream to pursue an entrepreneurship degree in the college, and I have always admired Steve Jobs due to his characteristic of risk-taking. My teacher showed me a video of Steve Jobs speech at Stanford University, where he shares his story of getting fired from his own company Apple, and in 1996, after almost ten years he rejoined Apple. This decision completely changed the fortune of the company. I was really intrigued by that story. In the next session with my extended essay supervisor, I presented the topic she encouraged me to pursue further research on the same and since I finally decided to do my EE on Steve Job's journey after rejoining Apple in 1996. Also, my EE will help me to explore Steve Jobs as an entrepreneur, influencer and learn about how his innovative products helped Apple increase their profitability.

Date DP Year

June 2, 2020

1

Lock reflection

Interim Reflection

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