

St Dominic High School

International Baccalaureate Diploma Programme



Extended Essay Guidelines 2016-2018

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Student Name _____

Supervisor Name _____

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January 2017

Dear International Baccalaureate Diploma Candidate:

Welcome to the next stage of your career as an International Baccalaureate Diploma candidate. You have worked hard to reach this point and it will be a rewarding and satisfying experience for you.

Over the next year and a half you will be required to write an Extended Essay, which is an integral part of the IB Programme. This essay is designed to give you an opportunity to do independent critical research on a subject that interests you. Why the Extended Essay? As you may know, research is an important component of most university courses and the Extended Essay is looked at by many colleges as benchmark of your readiness to do college-level research. Careful planning and following the guidelines in this booklet will help you to meet the required due dates and make writing the Extended Essay a manageable task.

It is important to remember that there are many people in the school who will help you with this project by providing guidance, emotional support and technical assistance. As your IB coordinator, I will be available to answer questions and provide advice. Your librarian, Mr. Ajit Persaud is knowledgeable about the resources in the library and can assist you with Questia, the online library.

Once you have chosen the general subject for your Extended Essay, you will ask a teacher to act as your EE supervisor. This teacher must agree to the arrangement and should have in-depth knowledge of the subject you have chosen to research. Because the supervisor has subject expertise, he or she will be able to provide you with help in formulating your research question and guiding you towards the appropriate sources. The supervisor will also know what subject criteria will be used specifically to assess your essay and will advise you on how to meet those criteria and give you feedback. It is not the job of the supervisor to edit your essay.

Good luck with the Extended Essay process and remember that careful planning will help to make it a much more manageable experience. Meet with your supervisor regularly and take advantage of the assistance of the librarian and your coordinator.

Sincerely,

Ms. Marie Richardson
Diploma Programme Coordinator

EXPLANATION OF THE EXTENDED ESSAY

The purpose of this handbook is to describe the requirements of the Extended Essay and explain how it fits into the IB programme. It is also designed to provide the student with the knowledge needed to develop a plan so that he or she has adequate time to prepare a quality essay. It is intended to provide all students with equal opportunity to execute a successful essay and to insure that students know exactly what the criteria for assessment are.

The handbook also will serve to describe the essay and its requirements to teachers who may become involved in the process as supervisors. The general assessment criteria, the subject specific criteria and a written explanation of the criteria are available in *The Extended Essay Guide, January 2017* published by the International Baccalaureate Organization. Copies of this publication are available on the school's website, Sycamore and may also be obtained from the IB Coordinator.

Diploma students are required to choose one subject from each of the six subject groups depicted in the Diploma Programme model below. Three classes are taken at the higher level (HL) and three at the standard level (SL). Besides the coursework, there are three other requirements for an International Baccalaureate Diploma. They are: Theory of Knowledge course, CAS (Creativity, Action and Service) and the Extended Essay.



Excerpted from:

Diploma Programme Extended Essay Guide, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

The extended essay is an important part of the International Baccalaureate diploma programme. The level of research and writing expected in the extended essay will prepare the student well for college-level research and writing. It provides the students with the opportunity to engage in independent research on a topic of personal interest. Students are expected to spend about 40 hours on research and writing for the Extended Essay and examples of essay topics can be found in subject specific sections of *The Extended Essay Guide, January 2017*. Each extended essay topic must fall under one of the subjects the school offers. Students are encouraged to select a subject that is connected to one of the IB courses they are studying.

In combination with the Theory of Knowledge course, the student may earn up to three bonus points towards the IB Diploma. See the Matrix on page 19 of this document for the awarding of points.

“All examinations, papers, scripts, documents, materials, programs, films, audiotapes, videotapes, photographs, drawings, data, plans, artwork and designs in any form whatsoever and produced by candidates and submitted to the International Baccalaureate Organisation (IBO) for marking, moderation and/or assessment purposes shall upon such submission to the IBO become the absolute property of the IBO.”

Excerpted from:

The Extended Essay Guidelines, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

REGULATIONS

For a diploma to be awarded, the following regulations must be complied with:

The Requirement

Every IB diploma student must submit an extended essay. Extended essays may only be submitted by students in the “diploma” or “retake” categories. Students in the “retake” category may submit either a new extended essay for assessment, registered in the same or a different subject, or a revised extended essay.

Supervision

It is the school’s responsibility to ensure that each student submitting an extended essay is supervised by a teacher at the school where the student is registered for Diploma Programme examinations. The teacher must have appropriate qualifications and/or experience in the subject chosen by the student, and must be familiar with the Diploma Programme. The teacher who is supervising a student’s work on his or her extended essay, known as “the supervisor”, must not be related to the student.

Language of the extended essay

Extended essays submitted in a group 1 or group 2 language must be written in that language. Extended essays for subjects in groups 3 to 6 must be written in English, French or Spanish.

Academic honesty

The student is ultimately responsible for ensuring that his or her extended essay is authentic, with the work or ideas of others fully and correctly acknowledged. Additionally, it is the responsibility of a supervisor to confirm that, for each student he or she has supervised, to the best of his or her knowledge, the version of the extended essay submitted for assessment is the authentic work of the student. Both plagiarism and collusion are forms of malpractice that incur a penalty. The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma or an additional certificate.

Choice of subject

The Diploma Programme subject chosen for the extended essay does not have to be one of the subjects being studied by the student for his or her diploma. Extended essays submitted for assessment in a subject for which they are not registered may not be assessed.

Excerpted from:

The Extended Essay Guidelines, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

EE SUPERVISOR-STUDENT PARTNERSHIP

The Role of the Extended Essay 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 **required** that the supervisor:

- undertake three (3) mandatory reflection sessions with each student they are supervising
- Sign and date each reflection summarized on the *Reflections on planning and progress form* (RPPF) 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. A blank or unsubmitted RPPF will score a 0 for criterion E.
- provides the student with advice and guidance in the skills of undertaking research
- encourages and supports the student throughout the research and writing of the extended essay
- discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- ensures 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 the student
- reads and comments on one draft only of the extended essay (but does **not** edit the draft); this should be done 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 of the essay and , in conjunction with the *viva voce*, confirm its authenticity
- submits a predicted grade for the student's extended essay on IBIS
- writes a report and presents it to the school's Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft.

Excerpted from:

The Extended Essay Guidelines, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

It is **strongly recommended** that the supervisor:

- reads recent extended essay reports for the subject
- sets a clear schedule for the reflection sessions
- spends between three and five hours with each student, including the time spent on the three mandatory reflection sessions
- ensures that the chosen research question is appropriate for the subject
- advises students on:
 - access to appropriate resources (such as people, a library, a laboratory)
 - research methods
 - writing an abstract
 - how to cite and document sources

The student may work with or consult external sources, but it remains the responsibility of the supervisor within the school to complete all the requirements described above.

The Role of the Student

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:

It is **strongly recommended** that the student:

- develop a researcher's reflection space (journal, notebook, blog) 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, 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
- use the 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 the extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- consistently refer to the assessment criteria throughout the essay writing process
- ensure that all requirements are met

Excerpted from:

The Extended Essay Guidelines, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

Researcher's reflection space (RRS)

The IB considers the researcher's reflections space to be a central component of a successful research process as it:

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

Using the RRS

It is strongly recommended that students use the RRS as it will allow them 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 artifacts, 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 mind maps
- record emerging questions.

Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

Excerpted from:

The Extended Essay Guidelines, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

How the RRS can support the supervisor-student partnership

Reflection session	Description
The first reflection session	Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.
The interim reflection session	As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered and the strategies used to overcome them.
The final reflection session— <i>viva voce</i>	During the <i>viva voce</i> , which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

Excerpted from:

The Extended Essay Guide, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

Authorship of the Extended Essay and Academic Integrity

The supervisor is responsible for ensuring that the Extended Essay is the student's own work by monitoring the progress of the essay. In addition, the supervisor should read the final version of the Extended Essay. If the supervisor suspects that malpractice, such as plagiarism, has occurred, this must be brought to the attention of the Diploma Programme coordinator. The supervisor must write a full report outlining the reasons for suspicion. (*The Extended Essay Guide, January 2017*).

It is acceptable for students to include the words and ideas of other people in their essays, but each student must provide appropriate acknowledgements. Failure to comply with this requirement will be viewed as malpractice.

To ensure an understanding of academic integrity, all teachers, as part of the curriculum, will incorporate copyright and fair use rules as well as the costs for plagiarism. The use of Turnitin.com will be mandatory.

Management of Time

All IB-1 students will be introduced to the requirements of the Extended Essay in term 2. This includes a session with the Diploma Coordinator and the Librarian who talks to them about the research process and resources available to students. January to mid May should be used for reading, research, experiments and preliminary preparation for Extended Essays. By mid May, a substantial outline of the essay should be submitted by students to all supervisors.

From February through May students require guidance from their supervisors in formulating a clearly focused title and research question for their Extended Essay. A well defined focus and direction must be established early in the process in order to ensure success in the writing stages. Students rely heavily on the guidance of supervisors at this stage.

Completion of Supervisor's Reports

- A. The Progress Report timeline (**Appendix D**) must be followed. Supervisors and students should arrange meetings during the research and writing of the essay. The IB Diploma Coordinator should be informed immediately of students not producing any work.
- B. Supervisors complete an end of IB-1 report (**Appendix C**) on each student's progress. This is due at the end of June and will be included as an addendum to the report card.
- C. On receipt of the final version of the Extended Essay each supervisor must:
 - Read the Extended Essay, set a date for the *viva voce* and complete the Supervisor section on the *Reflections on planning and progress form* (RPPF).

GENERAL GUIDELINES

The Nature of the Extended Essay

The extended essay is defined as an in-depth study of a limited topic within a subject. It is a compulsory component of the IB curriculum and that is intended to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines. Many of these general issues, such as the way in which information is handled, the level of analysis and the quality of argument, are assessed through the general assessment criteria.

The Choice of Subject

When choosing a subject for the extended essay, students must consult the list of available diploma Programme subjects published in the *Handbook of procedures for the Diploma Programme* for the examination session in question. It is advisable to choose the subject for the extended essay before deciding what the topic or research question of the extended essay will be. Since the IBO specifies the range of permitted subjects, certain topics may not be appropriate for an extended essay. The subject chosen for the extended essay does not have to be one of the subjects being studied by the candidate for the diploma, but care should be taken to choose a subject about which the candidate has sufficient knowledge and skills. Candidates should also base the choice of subject on the level of personal interest they have in that subject.

Your supervisor will make the subject-specific criteria available to you during your meetings. The chart below presents the subjects permitted by the IBO.

Visual Arts	Biology	Business Management
Chemistry	Classical Languages	Computer Science
Design Technology	Economics	Dance
Geography	History	Mathematics
Music	Peace & Conflict Studies	Philosophy
Physics	Politics	Psychology
Language B	ITGS	World Religion
Social & Cultural Anthropology	Theatre	Environmental Systems & Societies
	Film	

Excerpted from:

The Extended Essay Guidelines, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

PREPARING THE ESSAY

The Choice of Topic

The topic of the extended essay is the particular area of study within the chosen subject. Before a final decision is made about the choice of topic the relevant subject guidelines should be carefully considered.

Candidates should aim to choose a topic that is both interesting and challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject. A broad topic is unlikely to result in a successful extended essay. A topic that requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay. Similarly, although a reliance on secondary sources is sometimes necessary, an extended essay that only provides a summary of such sources will not be successful. Writing a précis of a well-documented topic is unlikely to result in a successful extended essay.

The Research Question

When an appropriate topic has been chosen, candidates should narrow the focus of the investigation and formulate a specific research question. For many extended essays this will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are acceptable. By frequently referring to this research question, candidates should be able to maintain the purpose and orientation of the investigation. Candidates are encouraged to formulate a challenging research question but to ensure that it can be explored within the constraints of essay length, time and resources available to them.

The Research Process

Owing to the diversity of subjects and the different approaches to research, this guide does not offer detailed advice on the methods and skills of research. However, a systematic process, shaped by the nature of the subject, is essential to generate and gather information and ideas that can be used to develop a convincing answer to the specified research question. The following diagram is intended to provide a model for the process of conducting the research and writing the extended essay.

Excerpted from:

The Extended Essay Guide, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

ORGANIZING THE ESSAY

After careful outlining and drafting, it is likely that the majority of extended essays will follow a structure similar to that described below.

Title page

Only the following information must be on the title page:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into)
- word count

Contents page

The contents page must be at the beginning of the essay and all pages should be numbered. An index is not needed.

Introduction

The introduction should include:

- tell the reader what to expect in the essay
- indicate the focus of the essay
- scope of the research
- indicate the sources to be used
- give insight into the line of argument to be taken

It is recommended that students finalize the introduction after writing the body of the essay.

Body/Development

The essential feature of the body of the essay is the systematic development of a reasoned argument that answers the research question. The structure and the approach to this section will be shaped by the conventions of the particular subject in which the extended essay is being undertaken. Some subjects may require sub-headings for major sections within the main body. For example, scientific investigations will usually have separate sections for method and results. In some other subjects, however, sub-headings should be avoided because they disrupt the flow and unity of an essay.

Students should note that any information that is essential to answering the research question **MUST NOT** be included in the appendices or footnotes/endnotes. This will not be read and the essay will be considered incomplete.

Conclusion

The requirements of the conclusion are that it

- is clearly stated
- is relevant to the research question being investigated
- is substantiated by the evidence presented
- indicates issues, unresolved questions and new questions that have emerged from the research.

References and bibliography

Students must select the appropriate style of academic referencing at the start of their research writing. Students can refer to the IB document *Effective citing and referencing* which is located on Sycamore.

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay, derived from another source. A candidate's failure to comply with this requirement will be viewed as plagiarism, and will therefore be treated as a case of malpractice.

The bibliography or list of references should include only those works, such as books and journals that have been consulted by the candidate. An accepted form of quoting and documenting sources should be applied consistently.

Each work consulted, regardless of whether or not it has already been cited as a reference, must be listed in the bibliography. The bibliography should specify: author/s, title, date and place of publication, and the name of the publisher, following consistently one standard method of listing sources. Use Easy Bib (www.easybib.com) to compile and build your working bibliography of all your sources. If you use Questia, it will only generate a bibliography of the sources you accessed from the online library.

Excerpted from:

The Extended Essay Guide, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2017.

FORMAL PRESENTATION

The extended essay should be written in a clear, correct, and formal style appropriate to the subject from which the topic is drawn. The essay must have a professional, academic look.

It should be formatted as follows:

- Times New Roman or Calibri size 12 font.
- double spaced
- numbered pages
- no candidate or school name on the title page or page headers

The Length of the Extended Essay

The upper limit is 4000 words for all extended essays. This word limit includes the introduction, the body, the conclusion, quotations and footnotes and/or endnotes that are not references.

The following are not included in the 4000 word limit:

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

Essays in excess of 4000 words will not be read or assessed by examiners.

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 well labeled and can be interpreted with ease. The labeling must not include commentary, as this will be 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 postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

Footnotes and endnotes

Footnotes and endnotes used for referencing purposes will not be included in the word count. If they are used to include additional information, they will be included in the word count.

Appendices

Appendices are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main part of the essay. Unless considered essential, complete lists of raw data should not be included in the extended essay. An extended essay should not constantly refer

to material presented in an appendix as this may disrupt its continuity and examiners are not required to refer to them.

Appendices should therefore be avoided except in the following instances:

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

Excerpted from:

The Extended Essay Guide, January 2107. Geneva, Switzerland: International Baccalaureate Organization, 2017.

THE USE OF OTHER MEDIA AND MATERIALS

Apart from graphic material, materials in other media may be submitted only as supporting appendices and should not detract from the written extended essay.

CDs, DVDs and audio-visual materials

The model for the extended essay is a paper in an academic journal which can be understood on its own. Hence, materials such as these should not normally be included. They are liable to be lost or damaged and the examiner will probably not have time to look at 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.

Excerpted from:

The Extended Essay Guide, January 2017. Geneva, Switzerland: International Baccalaureate Organization, 2007.

Theory of Knowledge/Extended Essay Matrix

Tok/EE	Grade A	Grade B	Grade C	Grade D	Grade E
Grade A	3	3	2	2	FAILING CONDITION
Grade B	3	2	2	1	
Grade C	2	2	1	0	
Grade D	2	1	0	0	
Grade E	FAILING CONDITION				

For subject-specific assessment criteria, see your supervisor or a copy of *The Extended Essay Guide*, January 2017 available on Sycamore and the school website Coordinator.

EXTENDED ESSAY GENERAL CRITERIA CHECKLIST

Note: Marks given for the general criteria constitute *two-thirds* of the total marks for the essay. Focusing on the areas below is one of the easiest ways to improve your scores.

Point	Action	Check
1	Is the essay within 4000 words?	
2	Is there a Contents page?	
3	Are all pages numbered?	
4	Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?	
5	Are all necessary terms defined or explained?	
6	Is every reference cited in a footnote, endnote or parenthetically?	
7	Are your references cited <i>consistently</i> and <i>correctly</i> ?	
8	Does the Bibliography list include <i>all and only</i> the works of reference you have consulted?	
9	Does the Bibliography specify <i>author(s), title, date of publication and publisher</i> for every reference?	
10	Are the Bibliography sources cited <i>consistently</i> and <i>correctly</i> ?	
11	Does the Appendix contain only relevant information?	
12	Are all references to the Appendix clearly <i>cross-referenced</i> and <i>labeled</i> ?	
13	Is your research question stated on the title page?	
14	Is your research question stated in the Introduction?	
15	Is your research question restated and in bold in the Conclusion?	
16	Does your Conclusion address unresolved questions?	
17	Does your Conclusion address new questions that have emerged?	
18	Are your <i>Introduction</i> and <i>Conclusion</i> titled?	
19	Does your Introduction contain the <i>focus of the essay</i> , the <i>scope of the investigation</i> and the <i>line of argumentation</i> ?	
20	Is your RPPF attached to the essay?	

Based on a version devised by Ian Dorton, Chief Examiner of Economics for the IBO

ACADEMIC HONESTY AND THE EE PROCESS

Academic Honesty

As a Diploma Programme candidate you are expected to submit authentic work for all your assignments and assessments. Properly conducted academic research includes respecting the ideas and work of others that you use in your research. This is done by properly acknowledging your sources.

An authentic piece of work is one that is based on your original ideas with the ideas and work of others fully acknowledged. When writing your extended essay, you must clearly distinguish between your words and the words of others by using quotation marks (or other method like indentation) followed by appropriate in-text citation accompanied by an entry in the bibliography or works cited list.

Academic misconduct

IB define misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantage other student) in one or more assessment component.. This includes:

- a) Plagiarism: is defined as the representation, intentionally or unwittingly of the ideas, words or work of another person without proper, clear and explicit acknowledgement.
- b) Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- e) unethical behavior such as inclusion of inappropriate material in any assessment material or the breach of ethical guidelines when conducting research

Excerpted from:

Handbook of procedures for the Diploma Programme, March 2016 .Geneva, Switzerland:
International Baccalaureate Organization, 2015.

APPENDIX A

STUDENT AND SUPERVISOR AGREEMENTS

- You will read and understand the general guidelines as well as the guidelines specific to the subject that you have chosen.
- You will abide by the deadlines accompanying this page
- You will understand and abide by the school policy with regard to academic honesty, and shall cite all references and sources of ideas, quotations, data, diagrams, illustrations etc.

You will understand that the role of your supervisor will be to:

- Encourage and support you in your efforts
- Provide advice of a subject specific nature.
- Make sure that the work is your own.
- Complete the supervisor report

*You will understand that the role of your supervisor will **not** be to:*

- Get you started and tell you what to do.
- Give you a research question.
- Give you the resources
- Edit your work.
- Remind you of the deadlines
- Chase you to be able to read a draft and offer advice

I understand that my supervisor can declare this agreement void if I fail to fulfill its conditions. In particular, I understand and agree that I will not receive the IB Diploma if I am unable to satisfy my supervisor about the authenticity of my extended essay.

Supervisor:

Date:

Student:

Date:

APPENDIX B

AUTHENTICATION STATEMENT

By signing this authentication statement, I certify that:

- I have neither given nor received unauthorized assistance in the completion of this assignment.
- I have accurately cited ALL sources of information consulted in the completion of this assignment.
- I have properly acknowledged and cited all data, terms, phrases, sentences, and passages that I have paraphrased.
- I have properly acknowledged and cited all data, terms, phrases, sentences, and passages that I have quoted.
- Unless generally accepted as common knowledge, all uncited text, information, statements, and data in this assignment are my own original work.

I understand that any violation of this authentication statement may result in one or more of the consequences outlined below:

- A 10% grade for the assignment
- Referral to administration
- Failure of the term
- Removal from the SDHS/IB programme
- Suspension from school

Student Signature: _____

Student Name (printed): _____

Date signed: _____

Title of Assignment: _____

Course: _____

Teacher: _____

Parent/Guardian Acknowledgement of Authentication Statement

To the best of my knowledge, my student has upheld all standards of the Authentication Statement. I am aware of the consequences of a violation of the Authentication Statement.

Parent/Guardian Signature: _____

Parent/Guardian Name: _____

Date Signed: _____

APPENDIX C

EXTENDED ESSAY PROGRESS REPORT

Student's Name: _____

Supervisor: _____

IB Subject: _____ HL or SL

Notes:

Between January and May, supervisors should have met with students on several occasions to provide guidance on the Extended Essay.

During the month of May (date TBA), all students should have submitted to supervisors a substantial outline of their Extended Essays. By the end of August, students must have completed a draft (2000 words) of their essay in order to receive feedback from supervisors in late September (date TBA).

Supervisor's Assessment:

Use the general and subject-specific criteria to assess the student's level of performance to date. Award each student a progress grade. This progress grade is recorded on a *Mid-term Progress Report* which is given to students.

Extended Essay Overall Progress Grade (Check one only):

EXCELLENT

GOOD

SATISFACTORY

MEDIOCRE

ELEMENTARY

COMMENT AS NECESSARY ON ANY PARTICULAR PROBLEMS.

APPENDIX D

Extended Essay Timeline

Examination Session 2018

Name of Student

This timeline is a means of supporting you, the student, through the preparation and completion of the extended essay by requiring you to follow a specific set of deadlines. **It also helps show that the final essay is your work.**

It is your responsibility to meet with your supervisor **before** the deadline for each section and to make sure that you have met the requirements at each stage.

After each requirement has been met and this sheet has been signed by your supervisor it should be returned to the DP Coordinator for checking.

You need to sign this document, when you begin and when you hand in your completed essay. In doing so you are indicating that you are aware of the regulations and guidelines that must be followed and further, that you are aware that failure to meet these deadlines may put the award of the Diploma at risk.

Signature of Student

Date

Subject area of the essay

General topic of the essay

(not necessarily the title)

.....

Language of the essay

Name of Supervisor

Requirements	Deadline	Supervisor please sign and date		
		Has met	Partially	Has Not met
1. The student has identified a topic area and I have agreed to supervise the essay.	6 March 2017			
2. The student has shown evidence of conducting preliminary research and has chosen a working title and developed a preliminary research question	31 March 2017			
3. Student has a clear and focused research question	21 April 2017			
4. The student has submitted a formal outline of the essay and has developed a summer work plan.	19 May 2017			
5. The student has completed 2,000 words of the essay and has discussed it with me.	29 August 2017			
6. The student has completed the 4,000 word draft of the essay. The first draft is effectively your complete essay it is not just an outline.	23 October 2017			
7. The student has revised the first draft and has shown me a completed version of the essay and has discussed it with me.	1 December 2017			
8. The student has handed in the completed essay, authentication statement, and the RPF. The student has submitted an electronic copy of the essay to the DP Coordinator.	13 January 2017			

Candidate's Declaration

The extended essay I am submitting is my own work. I have acknowledged each use of the words, graphics or ideas of another person, whether written, or oral. I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit

Signature of Student

(Sign this in front of your supervisor when you hand in your final essay and cover sheet