



NEERJA MODI SCHOOL



EXTENDED ESSAY HANDBOOK 2016 - 2018

IB Diploma Programme

Name: _____

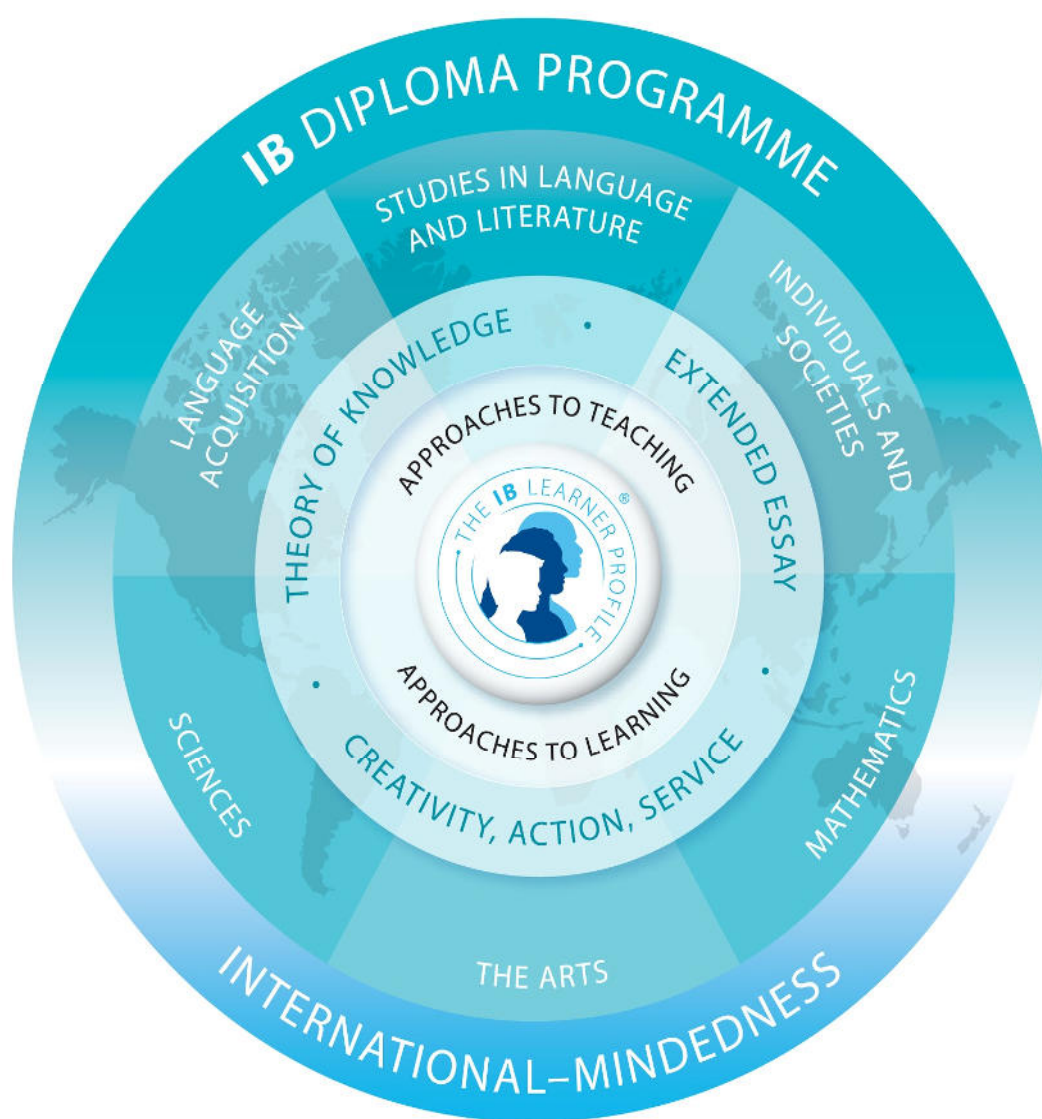
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INTRODUCTION

The Diploma Model



DP PROGRAMME CORE

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

- **EXTENDED ESSAY**
- **THEORY OF KNOWLEDGE**
- **CREATIVE, ACTION and SERVICE**

The *extended essay* offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

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.

Creativity, activity, service (CAS) is at the heart of the Diploma Programme.

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



IB LEARNER PROFILE IN CONNECTION WITH EXTENDED ESSAY

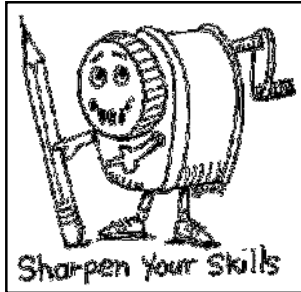


Attribute	Connection to extended essay
Inquirers	Through research, students demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.
Knowledgeable	Students acquire in-depth knowledge of their topic through exploration of current literature and/or research.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

assess their strengths and weaknesses.

EXTENDED ESSAY AND ATL

Theory of knowledge in connection with extended essay



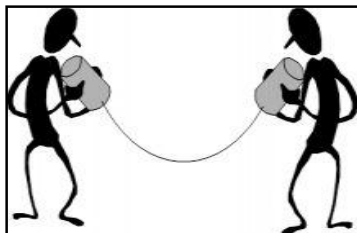
1. Theory of knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments.
2. Both TOK and the extended essay promote reflection on the nature of knowledge and on how new knowledge is produced.

Thinking skills



1. Demonstrate a deeper understanding of a very specific area of research. Critical thinking and reflection skills have a central role.
2. Students become exposed to different and new perspectives on issues and topics.
3. The extended essay requires students to engage with their research in an analytical and evaluative way.
4. The skill of reflection, particularly in relation to the process of conducting research, is highly valued. The mandatory reflection sessions and engagement assessment criterion place a high value on the benefits structured reflection can have on a student's learning and progress.

Communication Skills



1. Develop their ability to communicate their research ideas, progress, challenges and rationale, both orally and in terms of summative reflections on their Reflections on planning and progress form.
2. In developing their Researcher's reflection space students can use a range of different communication techniques to record their thoughts, ideas, progress, timelines and

arguments.

Social Skills



1. Social skills and the affective skills associated with self-management, which is an important part of the extended essay experience.
2. Developing a good working relationship with their supervisor is an important part of students' skills development in this area.

Self Management Skills



1. Students undertaking an extended essay will need to identify and develop the necessary self-management skills to be successful.
2. Students are expected to be able to manage their workloads and competing priorities.

Research Skills



1. Students are able to engage in a wide variety of research depending on their choice of research topic and subject area.
2. Demonstrates their knowledge and understanding in context which is relevant, reliable and valid of secondary source material.
3. Research skills training develop technology literacy using electronically based sources.
4. In extended essay research skills demonstrate academic honesty with the development of consistent and effective citing and referencing skills.

ACADEMIC HONESTY



The following criteria must be applied.

1. Students must acknowledge all sources used in work submitted for assessment.
2. Diploma Programme students submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources.
3. If students use the work or ideas of another person, they must acknowledge the source using a **standard style of referencing in a consistent manner**.
4. 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.
5. When writing, students must clearly distinguish (in the body of the text) between their words those of others by the use of quotation marks (or other method like indentation) followed by an appropriate citation that denotes an entry in the bibliography.
6. Students are expected to demonstrate that all sources have been acknowledged.
7. Regardless of the reference style it is expected that the minimum information given includes:
 - Name of the author
 - Date of publication
 - Date of access (electronic sources)
 - Title of source and page numbers as applicable

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

- **Academic Honesty in the IB Educational Context**

- **Effective citing and referencing**

OVERVIEW OF EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme Subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school).

The aims of the extended essay are for students to:

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

Key Features of extended essay

- The extended essay is compulsory for students taking the Diploma Programme and is an option for course students.
- A student must achieve D grade or higher to be awarded the Diploma in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Handbook.
- 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 and 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.

REFLECTION IN THE EXTENDED ESSAY

As a part of the extended essay, students are expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity.

1. They must attend three mandatory reflection sessions with their supervisor; one of which is the viva voce .This should be facilitated by the use of the Researcher's Reflection Space (RSS).
2. Reflection must be documented on the Reflections on Planning and Progress form, and is explicitly assessed under Criterion E of the assessment criteria.

The Researcher's Reflection Space (RRS)

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

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

The role of the RRS

- Support their engagement in the planning and decision-making process.
- It develops critical and evaluative thinking skills
- It helps to scaffold the development of approaches to learning skills and conceptual understandings.
- It helps to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay.
- Finally, supervisors will be able to more effectively authenticate the student voice by the RRS elements or links that will eventually be found in the essay itself.

INTRODUCTION TO CHECK -IN SESSIONS AND A REFLECTION SESSION

Check-in sessions

Students are encouraged to meet with their supervisor in between (and in addition to) the formal reflection sessions. Supervision time should meet the needs of the individual student; therefore, the frequency and duration of these meetings will depend on the needs of the student and the supervisor's requirements. Supervision time may consist of an occasional 10-minute check-in to discuss a timeline or clarification of a comment made by the supervisor. It may also include a more lengthy discussion about particular issues, for example, regarding access to resources. **These supervision sessions do not form part of the formal reflection process and do not, therefore, need to be reported on the Reflections on Planning and Progress Form.** Nevertheless, they form an important part of the supervision process.

Formal reflection sessions

These are the mandatory sessions that must be recorded on the Reflections on Planning and Progress form. It is recommended that these sessions last 20-30 minutes. During these sessions students should share excerpts from their Researcher's Reflection Space with their supervisor. These sessions should focus on progress made so far and set clear objectives for moving forward in the research process. Students should be prepared for these sessions and the meetings should be a dialogue guided by questions posed by the supervisor.

Three formal reflection to be conducted with guiding questions:-

1. First formal reflection
2. The interim reflection

FIRST FORMAL REFLECTION

This initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their work. This will ensure that the reflection session is focused and productive. Topics of discussion that should arise during this session include: How have you gone about deciding on what to research?

Guiding question:-

- For example, you can talk about topic, method, approach, audience.
- What research have you completed so far for your extended essay?
- What have you learned about your topic?
- What primary source have you found to underpin your essay? What makes it an appropriate primary source?
- How are you keeping track of the information? Have you completed a Works Cited page?
- What method of note taking are you using? How effective is it?
- What obstacles have you encountered and how have you addressed these?
- What do you need to do next in the process?
- What reading will you need to do over the summer to complete your research?

THE INTERIM REFLECTION

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as

- How is your research going? What have you learned about the topic?
- How has your understanding of the research question changed and developed, and why?
- To what extent have your research methods allowed you to address the research question?
- What obstacles have you encountered and how have you addressed these?
- How accurate and reliable are the data you are using?
- Do you have sufficient evidence to construct an argument that answers the research question?
- How have your strengths and limitations as a learner made an impact on your progress?
- What do you need to focus on to ensure that the essay is completed within the required time frame?
- What changes do you need to make to your approach in order to move the essay forward?
- What further research might you need to conduct in order to answer the question?
- How do you intend to use your remaining time to accomplish the final extended essay?

FINAL REFLECTION SESSION (THE VIVA- VOCE)

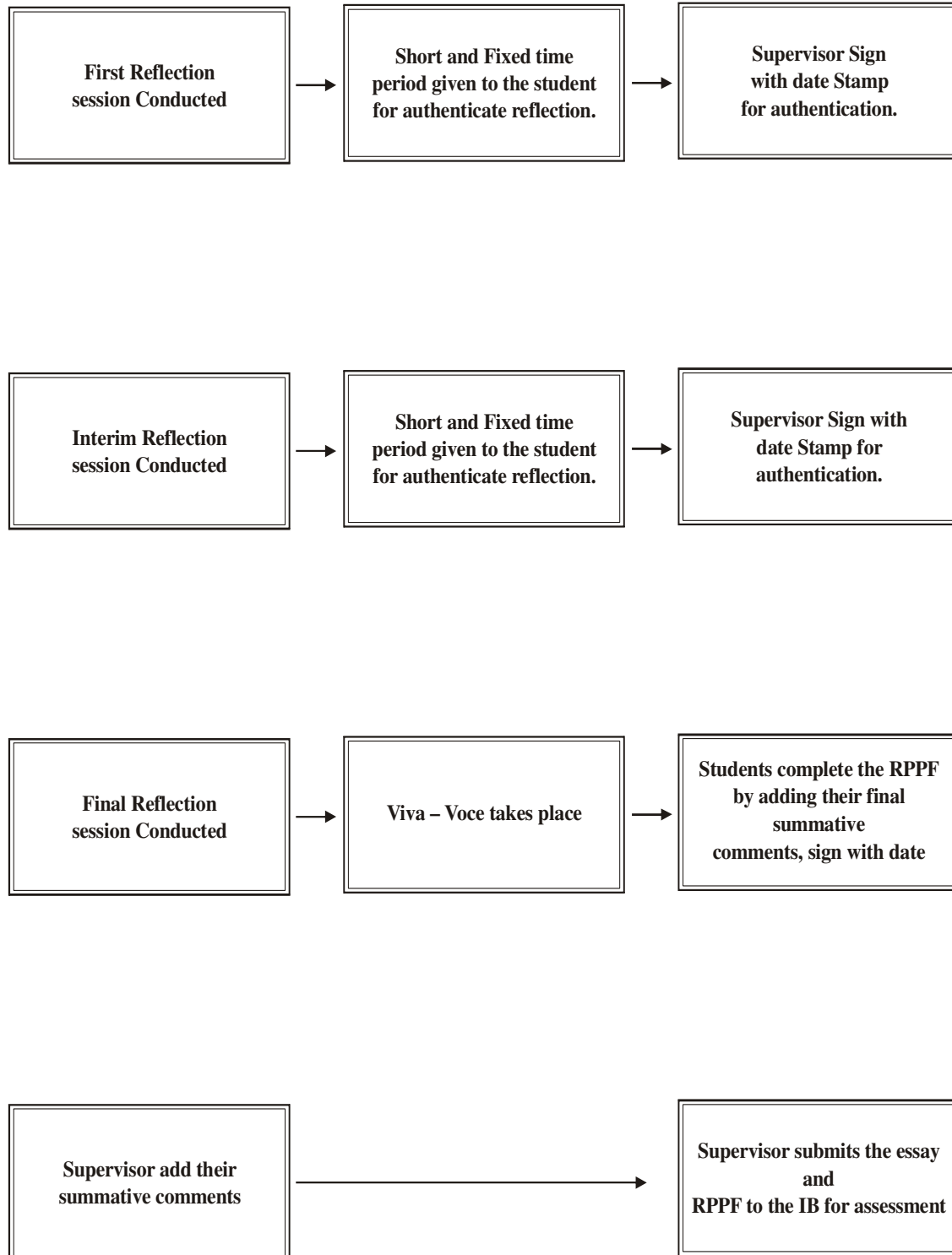
The viva voce is conducted once the student has uploaded the final version of their extended essay to the IB for assessment. At this point in the process no further changes can be made to the essay. The viva voce is a celebration of the completion of the essay and a reflection on what the student has learned from the process. Viva-Voce is a small interview of student recorded as final reflection which should last for 20 – 30 minutes.

THE REFLECTIONS ON PLANNING AND PROGRESS FORM (RPPF)

Reflections on planning and progress form (RPPF) are a requirement for the submission of the extended essay. It plays an important role in the assessment of the final essay and of the student's engagement with the process of independent research. The following points should be considered by supervisor as guidance for the completion and submission of the form.

- The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student's comments; and the supervisor's overall impression of the student's engagement with the research process.
- An incomplete form could lead to criterion E (engagement) being compromised.
- For assessment of Criterion E examiner will consider the points mentioned in RPPF
- Complete authentication by the supervisor ,i.e. No shortcomings in citation and referencing
- Completion of Viva – Voce

GUIDELINES FOR THE COMPLETION OF RPPF



START WITH THE EXTENDED ESSAY

Choice of the subject

Subject available in School

<u>Language and Literature</u> English Hindi	<u>Mathematics</u> Mathematics Mathematical Studies
<u>Individuals and Societies</u> History Business & Management Psychology Economics	<u>Sciences</u> Biology Physics Chemistry
Environmental Systems and societies	
<u>Arts</u> Visual Arts	

Choosing a Topic

The topic is an area within the chosen subject. Here are some things to keep in mind when choosing a topic:

- You should choose a topic that you are interested in – perhaps one related to your surroundings or cultural background.
- The topic should be narrow and limited in scope so you can effectively examine an issue in depth.
- Your choice of topic should present you with the opportunity to collect or generate information and/or data for analysis and evaluation.
- A topic which requires no personal research and/or requires a narrative or descriptive approach (a report) is not suitable for an extended essay.

GUIDELINES FOR RESEARCH PROCESS

- Choose a Diploma Programme subject available for the extended essay
- Read subject specific content of the extended essay guide, assessment criteria and other relevant information related to IB ethical guidelines and animal experimentation policy for the required subjects.
- Create the researcher’s reflection space as a planning and reflection tool for the extended essay process.
- Choose a topic and develop understanding by background information.
- Formulate a preliminary research question by incorporating the IB command terms.
- Make an outline plan for research and writing process including timeline.
- Identify the system of referencing to be used.
- Set realistic timelines for yourself considering the internal school deadlines.
- Plan a structure of essay
- Do some preparatory reading and continue with research which is assembled logically and set a research plan.

Introducing research skills

A research question is a clear and focused question centred on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process.

A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to.

FIVE STEPS FOR DEVELOPING A RESEARCH QUESTION



Choose a subject and topic that is of interest.

Deciding on a subject and topic that is of interest and in which the student is personally interested is important.

Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue.

Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.

Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take.

Sample research questions

<i>Unclear, unfocused and unarguable research questions</i>	<i>Clear, focused, narrow research questions lending themselves to in-depth research</i>
What are the reasons behind the hotel rate drops in Abu Dhabi?	Is the substantial drop of hotel room rates in Abu Dhabi caused by the global crisis or by the surplus of hotel rooms induced by the Abu Dhabi Economic Vision 2030?

How Kinetin effects on chlorophyll?

Effect of Kinetin on the leaves aging and biosynthesis of chlorophyll in Barley.

GUIDELINES FOR WRITING PROCESS



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.

Six required elements of the extended essay:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

Main sections of the extended essay

Introduction

Introduce the topic and provide enough information about your topic in order to enable the reader to comprehend the significance of your research question.

The following should be included in your introduction:

- An indication of why the topic chosen is significant and worthy of investigation.
- An indication of why you chose this particular topic.
- Some background information, placing the topic in the appropriate context.
- A clear and precise research question.
- A clear concluding statement of the thesis argument- the response to the research question that will subsequently be developed in the body of the essay.

Thesis

This belongs in the introduction, preferably at the end. You must take a position, construct an argument based on evidence, and defend your thesis. The entire essay

must be a response to your research question and a coherent, organized, structured, logical, critical, in-depth examination and defense of your thesis.

When reviewing your first draft and its working thesis, ask yourself the following:

- Do I answer the question? Re-reading the question prompt will help in fixing the connection to the question.
- Have I taken a position that others might challenge or oppose? If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- Is my thesis statement specific enough? Thesis statements should have a strong argument based on specificity.
- Does my thesis pass the "So what?" test? what?"
- Does my essay support my thesis specifically and without wandering? If your thesis and the body of your essay do not seem to go together, one of them has to change.

Body (methods and results)



The body will differ depending on your subject. However, for all essays the body is evaluated based on:

- your approach to the research question.
- your analysis and interpretation of evidence, including critical analysis and evaluation of sources.
- your own argument and evaluation of this argument.

The essential feature of the body, of the essay is the systematic development of a reasoned argument in relation to the research question. Your argument must show in-depth analysis; you must avoid a narrative approach. The structure and the

approach in this section will be shaped by the particular subject in which the essay is undertaken. Discuss this with your faculty mentor.

Citation of Sources in the Body

There are a number of different documentation styles (such as APA and MLA) available for use when writing research papers; most are appropriate in some academic disciplines but not others. The mentor should help the student decide on a style for the particular subject of the essay. It is important to remember that, whatever style is chosen, it must be applied consistently. When choosing the documentation style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The documentation style should be applied in both the final draft of the essay and in the initial research stages of taking notes.

Conclusion

The conclusion must be clearly stated and relevant to the research question. It must also be consistent with the thesis and its explanation and development presented in the essay. This is more than a summary. Review how you have demonstrably and convincingly supported your thesis and answered the research question. Concisely restate your key points and discuss the broader implications of the thesis. How have you satisfactorily answered the research question? The conclusion should be clearly stated, relevant to the research question being investigated, substantiated by the evidence given, and discuss new issues that have emerged from the research.

Illustrations, data, charts, graphs, etc.

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. 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.

Bibliography/Works Cited Page

An extended essay must reflect academic honesty in research practices and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate bibliographies and referencing. Producing accurate citations, referencing and a bibliography is a skill that students should be seeking to perfect.

Bibliographies and works cited pages are **alphabetical lists** of every source used to research and write an essay.

References: Further Clarification

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

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

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

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

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.

Presentation of the extended essay

Word Count

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

Please note: Examiners are instructed not to read or assess any material 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. 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/works cited page

A “Minimum” Word Count

The IB does not stipulate a minimum word count for the task. While there are some subjects that are an exception, and where word count is detailed within the EE guide, an essay significantly under the word limit would be self-penalizing as it would affect the degree and depth to which the higher order requirements particularly, can be addressed through the criteria.

Formatting and File Type

The following formatting guidelines are provided by the IB.

- Use **Arial font, size 12.**
- **Double-space** your entire essay.

The extended essay must be uploaded in an acceptable file type:

- DOC
- DOCX
- PDF
- RTF

The extended essay must be an acceptable file size of **no more than 10MB.**

All diagrams, maps, tables, must be digitally produced where possible to prevent excessive file sizes when included as part of the essay.

Title Page

You will be uploading your essay to the e-coursework system, and will fill out an electronic cover page when you do so.

You SHOULD NOT include your name, your school's name, or your supervisor's name on your title page.

The only requirements of the title page in your essay file are:

- The title of your essay
- Your subject area (with category number for an English Language and Literature essay, or theme for a World Studies essay)
- Your word count

Sample Title Page

Title – What effective marketing strategies will maggi adopt for its re – launch in India after facing the major crises of being banned by the government ?

Subject – Business Management

Word Count – 4000 words

Page Numbers

Page numbers must be included on each page except the title page. Do not include any other information (like name or candidate number) with your page numbers.

Table of Contents

The table of contents identifies each section of the paper (Introduction, Body, Conclusion, Reference Page, Appendix, Illustrations, etc.) as well as topical subsections. Page numbers in the table of contents and the essay must match. Include section and subsection headings labeled in bold throughout the essay to guide the reader and identify the different sections of the essay.

RESPONSIBILITIES OF STUDENT AND SUPERVISOR

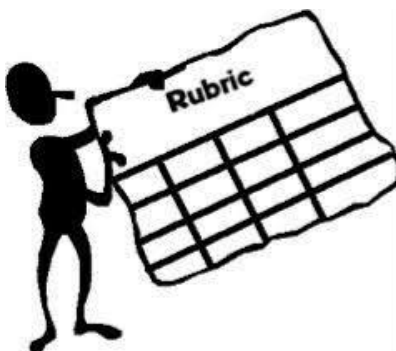
Role of Students

- choose a topic of your interest
- work independently for an authentic piece of research
- acknowledge all sources used using one citation style consistently
- observe the rules and regulations for the EE
- meet all deadlines and respect their supervisor's time
- plan for how, when and where to find material and source work to design and collect data.
- adhere to ethical guidelines when conducting experiments (see the Animal Experimentation Policy from the IB on p. 7),
- spend the recommended 40 hours allotted for the EE

Role of Supervisor

- Advice and guidance for research skill should be provided
- Support and encouragement to the student throughout the process of writing of the EE
- Proper discussion of topic and focused RQ formulation which satisfies the ethical and legal standards
- Supervisor should be familiar with the EE assessment criteria and should distribute the copy of it to the students.
- Supervisor should monitor the progress of EE and offer guidance but to ensure that EE is students own work.
- No editing of the draft, only read and comment and confirm its authenticity.
- Submit the students predicted grade for EE to the IB.
- Complete the supervisor report with the student and supervisor signature.

ASSESSMENT OF THE EXTENDED ESSAY



The method of assessment used by the IB is criterion-related.

MAXIMUM MARKS: 34

S. No	Criterion		Marks
A	Focus and method	<ul style="list-style-type: none">• Topic• Research Question• Methodology	6
B	Knowledge And understanding	<ul style="list-style-type: none">• Context• Subject• Specific terminology and concepts	6
C	Critical thinking	<ul style="list-style-type: none">• Research• Analysis• Discussion and evaluation	12
D	Formal Presentation	<ul style="list-style-type: none">• Structure• Layout	4
E	Engagement	<ul style="list-style-type: none">• Process• Research focus	6

EXTENDED ESSAY RUBRIC

Criterion A: Focus and method

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

Level	Descriptor
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.
3-4	<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

	<p>appropriate given the topic and research question.</p> <ul style="list-style-type: none"> • 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>
5-6	<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) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding

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
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 selection 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 selection 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 selection 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> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical thinking

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

Level	Descriptor
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 is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> • There is limited analysis.

	<ul style="list-style-type: none"> • 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 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 is

	<p>clearly relevant to the research question.</p> <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 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> <ul style="list-style-type: none"> • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. • This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. <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
0	The work does not reach a standard outlined by the descriptors below.
1-2	Presentation is acceptable. <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	Presentation is good. <ul style="list-style-type: none">• The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.• Layout considerations are present and applied correctly.• The structure and layout support the reading, understanding and evaluation of the extended essay.

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on Planning and Progress form.

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
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	<p>Engagement is good.</p> <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	<p>Engagement is excellent.</p> <ul style="list-style-type: none">• Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process.• These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

UNDERSTANDING THE CRITERIA

The table below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

Criterion	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 topic and the research question).</p> <ul style="list-style-type: none">• Does this essay meet the requirements for the subject for which you are registering it?• Is your research question stated as a question?• Have you explained how your research question relates to the subject of your extended essay?• Have you given an insight into why your area of study is important?• Is your research question feasible within the scope of the task? Could your research question be “answered” or is it too vague?• Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?• Did you explain why you selected your methodology?• Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?• If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them? <p>Are there any references listed in the bibliography that were not</p>

	directly cited in the text?
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> <ul style="list-style-type: none"> • Have you explained how your research question relates to a specific subject you selected for the extended essay? • Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research? • Is it clear that the sources you are using are relevant and appropriate to your research question? • Do you have a range of sources, or have you only relied on one particular type, for example internet sources? • Is there a reason why you might not have a range? Is this justified?
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> <ul style="list-style-type: none"> • Have you made links between your results and data collected and your research question? • If you included data or information that is not directly related to your research question have you explained its importance? • Are your conclusions supported by your data? • If you found unexpected information or data have you

	<p>discussed its importance?</p> <ul style="list-style-type: none"> • Have you provided a critical evaluation of the methods you selected? • Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)? • Have you mentioned and evaluated the significance of possible errors that may have occurred in your research? • Are all your suggestions of errors or improvements relevant? • Have you evaluated your research question? • Have you compared your results or findings with any other sources? <p>Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?</p>
<p>D: Presentation</p>	<p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p> <ul style="list-style-type: none"> • Have you read and understood the presentation requirements of the extended essay? • Is your essay double-spaced and size 12 font? • Are the title and research question mentioned on the cover page? • Are all pages numbered? • Have you prepared a correct table of contents? • Do the page numbers in the table of contents match the page numbers in the text? • Is your essay subdivided into correct sub-sections, if this is applicable to the subject?

	<ul style="list-style-type: none"> • Are all figures and tables properly numbered and labelled? • Does your bibliography contain only the sources cited in the text? • Did you use the same reference system throughout the essay? • Does the essay have less than 4,000 words? • Is all the material presented in the appendices relevant and necessary? <p>Have you proofread the text for spelling or grammar errors?</p>
<p>E: Engagement</p>	<p>This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s RPPF.</p> <ul style="list-style-type: none"> • Have you demonstrated your engagement with your research topic and the research process? • Have you highlighted challenges you faced and how you overcame them? • Will the examiner get a sense of your intellectual and skills development? • Will the examiner get a sense of your creativity and intellectual initiative? <p>Will the examiner get a sense of how you responded to actions and ideas in the research process?</p>

THE DIPLOMA POINTS MATRIX

	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Excellent A	3	3	2	2	1 + Failing condition*	N
Good B	3	3	1	1	Failing condition*	N
Satisfactory C	2	1	1	0	Failing condition*	N
Mediocre D	2	1	0	0	Failing condition*	N
Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
Not Submitted	N	N	N	N	N	N

- All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34.
- The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge.
- A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.
- A student who fails to submit an extended essay will be awarded N for the extended essay, will score no points, and will not be awarded a diploma.
- Performance in both the extended essay and theory of knowledge of an elementary standard is a failing condition for the award of the diploma.
- *28 points overall will be required to be eligible for the diploma if a student attains an "E" grade in either the extended essay or theory of knowledge.
- *As previously, a grade "A" in one of the requirements earns an extra point even if the other is a grade "E".
- *Attaining a grade "E" in both the extended essay and theory of knowledge continues to represent an automatic failure.

- **ASSESSMENT GRADE DESCRIPTORS FOR THE EXTENDED ESSAY**

Grade A

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

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

Grade B

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

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

Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those

processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

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

Grade D

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

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

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

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

A graphic of a scroll with the word "FORMS" written on it in a large, bold, serif font. The scroll is white with a black outline and has small circular details at the top and bottom edges to suggest it is unrolled.

FORMS



EXTENDED ESSAY CONSENT FORM

Name of the student : _____

Subject : _____

Topic : _____

1. What subject (s) do you intend to study after leaving school?

2. What career aspirations do you have in mind?

3. Question or issue you propose:

4. What resources do you have access to?

5. Synopsis of your argument about the topic/question (250 words) (on a separate sheet of paper)

Supervisor's Detail

Name : _____

E mail : _____

Additional support required from the school (e.g. Library/Laboratory facilities)

Signature and Date:

Student: _____	Parent: _____
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Supervisor designated: _____	DPC: _____
EE Accepted	Yes/No

Submit the this form to your supervisor by

	<h1>NEERJA MODI SCHOOL</h1>
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Extended Essay Progress Report Check ins & Meetings with Supervisor

Date	Focus of Meeting	Agreed outcomes of meeting	Further Actions and responsibility	Supervisor's Signature

Date	Focus of Meeting	Agreed outcomes of meeting	Further Actions and responsibility	Supervisor's Signature

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Diploma Programme

NEERJA MODI SCHOOL

Extended Essay Progress Report Check ins & Meetings with Supervisor

Date	Focus of Meeting	Agreed outcomes of meeting	Further Actions and responsibility	Supervisor's Signature

Date	Focus of Meeting	Agreed outcomes of meeting	Further Actions and responsibility	Supervisor's Signature

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Diploma
Programme

NEERJA MODI SCHOOL

SUMMER PLAN FOR EE

Student's Name: _____ Subject: _____

Supervisor's Name: _____ Tutor Group: _____

Research Question

Objectives

Tasks

Sources:

How to access these sources?

Research Methodology and Subject/topic- suggested reading

Techniques to be used & why?

Plan of visit to organization

Any official letter required from the school

Note: To make formal visits to organizations to collect data you would need to show your student identity card and/or a letter from the IB Coordinator. Do collect this letter from the IB Coordinator before the summer break.

*** Full reference details such as author, title, date, page number etc.**

For any clarification can send your queries to:

Signature: _____

Date: _____



REFLECTIONS ON PLANNING AND PROGRESS (IB REQUIREMENT)

First Reflection Session

“ The first formal reflection session should focus on your initial ideas and how you plan to undertake your research” (IBO, 2016)

Discuss the process of choosing your topic, research question and further steps to be carried out. Submit by May 3rd week.

This document acts as a record in supporting the authenticity of your work.

Candidate Name:	
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Supervisor’s Name:	
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Extended Essay Subject:	
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Broad Research Topic Area

Explain why do you think this research topic is worthy of a research?*

***You can illustrate the significance of your investigation by pointing out whether your research addresses an open issue, a question that has not been resolved or an issue that has never been researched before using the approach that you plan to apply. (Approach your assessment the IB way, Extended Essay, IB Prepared, O’Farrell)**

List any three recent works that you have read on the chosen area of your research topic.
--

State the Research Question for your EE

Briefly explain what is already known about your topic of research.

Is the research topic relevant to the subject you have chosen? Are the methods you intend to use appropriate within the subject?

(Circle the answer of your choice) YES NO

Can the research question be effectively dealt with within the 4,000 word limit?

(Circle the answer of your choice) YES NO

Do you think the Research Question you have finalized is workable?/ Does the research question lend itself to a systematic investigation?

(Circle the answer of your choice) YES NO

Outline the steps that you will carry out for next 3 months to further proceed with your research:

Student's Signature: _____ Supervisor's Signature _____

Date: _____

Adapted from Extended Essay Report April 2012 and 'IBO Planning and Progress form' accessed from

<http://occ.ibo.org/ibis/occ/home/subjectHome.cfm?subject=eeyyy>



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REFLECTIONS ON PLANNING AND PROGRESS (IB REQUIREMENT)

Interim Reflection

"The interim reflection session is once a significant amount of your research has been completed" (IBO, 2016).

Discuss how far you have progressed in your research, include your approach/methodology of data collection, any challenges you faced so far, and, how to proceed further.

Date of Submission: By September 3rd Week

This document acts as a record in supporting the authenticity of your work.

Candidate Name:

Supervisor's Name:

Extended Essay Subject:

Looking backward (where am I now?)

1. How has the knowledge I have gained so far helped me to refine my research question?

2. Has my understanding of the research question changed?

3. To what extent will the methods I have chosen for my Summer Work Plan/data collection allow me to address the research question?

Summarize the library/field/laboratory research techniques that you would adopt at various stages of your research.*

*These include type of sources consulted so far and those to be consulted in the future. Include lab experiments, data collection methods, source materials such as documents newspaper items, interviews, literary texts, secondary literature, and internet sources. If interviews will be used, please state who you are planning to interview and reasons you need to interview them.

Looking forward (Where do I want to go and how do I get there?)

1. How, and in what ways, has the reflection on my progress so far any the feedback I have received changed my approach to the task?

2. What is the most important challenge (if any) in completing the task of data collection in the set timeframe?

3. What steps I am going to take further towards completion of my research?

Student's Signature: _____ **Supervisor's Signature** _____

Date: _____

Adapted from Extended Essay Report April 2012 and 'IBO Planning and Progress form'
accessed from <http://occ.ibo.org/ibis/occ/home/subjectHome.cfm?subject=eeyyy>



THE FINAL REFLECTION

The final reflection should be completed at the end of the EE process once the student has submit-ted the final draft to the supervisor. The reflection should be 300 - 400 words in length. The student will use the reflection in the viva voce interview with the supervisor.

Submit the final reflection to your supervisor by November 15, 2017

Final reflection addresses

To what extent were your initial ideas realized?

Were your original plans/ideas realistic and appropriate?

Candidate Name	
Supervisor's Name	
Subject:	
Essay title	

How has my understanding of the topic and research process developed throughout the task?

What skills have I developed and how might I use these in future?

What have I discovered about myself as a learner and how might this help me in my future?

Student's Signature: _____ Supervisor's Signature _____

Date: _____



Diploma
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CHECKLIST FOR EE FIRST DRAFT

Carefully read through the first draft of your EE.

Submit this form to your supervisor on

	YES	SOMEWHAT	NO
Do you link ideas between paragraphs?			
Presentation: Have you included:			
• A title page: Title of essay, Personal Code, exam session, subject?			
• A table of contents?			
• Page numbers on each page?			
• A Works Cited page in a referencing format?			
• Is your EE no longer than 4000 words?			
Use of Language			
• Is your register appropriate for a formal, academic essay?			
• Have you checked for technical accuracy (spelling, punctuation, grammar, syntax)?			
• Have you eliminated unnecessary words and phrases, cliches, and generalizations?			
• Is your vocabulary appropriate for an academic essay?			
Citations			
• Do your in-text citations follow Referencing conventions accurately?			
• Does your Works Cited page follow Referencing conventions accurately?			
• Is all your material relevant to the argument you are expounding?			
• Does your essay show that you know and understand the primary source and secondary sources?			
Conclusion			
• Is your conclusion relevant to the research question?			
• Is your conclusion consistent with the evidence you presented in your essay?			
• Do you include unresolved questions related to the essay topic?			
Organisation			
• Is your essay structured in a logical, coherent manner?			

• Do you write in complete sentences?			
• Do you link ideas from sentence to sentence?			



CHECKLIST FOR FINAL PRESENTATION OF EE

Use the following checklist below to proofread your extended essay before submitting the final draft for assessment.

	YES	NO
Title page		
• Title of the essay		
• Research Question		
• Subject in which essay is done.		
Contents		
• Indicates sections of the essay		
• Includes page numbers		
Introduction		
• Identifies the research question		
• Places the research question in the context of existing knowledge on the topic		
• Explains why the topic is significant and worthy of study		
• Defines terms (if relevant)		
• Provides a narrow, focused thesis statement that signposts the arguments to come in the essay		
Main Body		
• Is divided into sections that build an argument		
• Each paragraph introduces a supporting point to prove the thesis in the form of a topic sentence (an opinion)		
• Points are substantiated with textual evidence from the primary and secondary sources		
• Quotations are short and embedded seamlessly into your essay		
• The evidence is explained and analysed		
• Material is relevant to the argument presented		
• The essay shows knowledge and understanding of the topic chosen		
Conclusion		
• Is relevant to the research question		
• Is consistent with the evidence you presented in your essay		
• Includes unresolved questions related to the essay topic		
References and Bibliography		
• Should chose the consistent style for referencing		
• Include citation and for more information refer to IB		



EXTENDED ESSAY TIMELINE FOR CLASS OF 2018

YEAR 1	
INTRODUCTORY SESSIONS	
Session on academic honesty, citation and referencing	By March 4,2017
Session on how to frame a Research question	By March 10,2017
Session on Introduction to EE - Importance, learner profile and ATL in context of EE.	By March 31,2017
Session on Research skill - how to access sources, sources reliability and its record.	By April 03,2017
Session on Subject Choice	By April 22,2017
Session on writing skill - note taking, structuring essay, paraphrasing and formal writing.	By April 23,2017
Session on Subject Research Methodology	By April 25,2017
Meeting with supervisor to discuss Potential RQ	By April 29,2017
Submission of final RQ	By May 04,2017
Check - In session 1	By May 06,2017
Session on Reflection writing and development of RRS	By May 08, 2017
Session on Criteria Understanding	By May 10,2017
Meeting with supervisor For EE outline	By May 20,2017
Check - In session 2 (optional)	By May 23,2017
Meeting for first Reflection Session & Summer plan	By May 24,2017
Data collection: Collection of material, recording all sources	Summer Break
YEAR 2	
Data Collection / Lab investigation completed	By July 25,2017
Check - In session 3	By July 30, 2017
Meeting with Supervisor Before the submission of 1 st draft and submission of Interim reflection	By August 16,2017
Check -In Session 4 (Optional)	By August 20 ,2017
First Draft EE submission Submit draft report with Title Page, acknowledgements, Table of contents, introduction, methodology, Findings, analysis, evaluation, conclusion, Bibliography, appendices, Documentation and Referencing, Authenticity letter. Turnitin check.	By August 25,2017
Meeting- Feedback Session	By September 05,2017
Final EE Submission Incorporate the first draft feedback, proof read and submit a final soft copy of the essay which will be sent to the IB examiners. (An originality check will be done by running the final essays through <i>Turnitin</i> .)	By October 05,2017
VIVA VOCE- Final Reflection Session	By October 10,2017

