

ACS Cobham International School

Student Guide to the Extended Essay

IB Diploma Session May 2014



Name:

Advisory:

IB Candidate number:

EE Subject:

EE Supervisor:

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Dear IB Diploma Candidate,

Welcome to the Extended Essay part of your IB diploma. It is one of the 3 core components of the programme along with TOK and CAS. Combined with the TOK essay it is worth up to 3 points out of the maximum 45 points awarded.

- Over the next few months you will be researching, reading, planning, experimenting and writing your essay.
- Your Extended Essay will be managed through MANAGEBAC, like your CAS. Click on the EE tab on your Managebac account to see where you will be uploading your essay during its various stages.
- You also need to sign in to our Extended Essay class on <https://turnitin.com>. You will receive login details via email, when required.

So, what is the Extended Essay?

It's a 4000- word essay, during which you answer a research question that you have chosen. It is expected to be the product of about 40 hours work.

It may appear daunting, but 4000 words is not that much when you consider how many words you would write for a Literature or Language and Literature Commentary, for example or an ERQ in Psychology.

More importantly, it is an opportunity to focus on something that really interests you and to investigate it thoroughly, doing your own independent research. You may be contributing something unique to the body of knowledge about the topic you have chosen. It is the best possible preparation for university level work.

Do I have to do it all alone?

Not at all. We will give you all the help and support you need:

Supervisor

Once you have chosen a subject, you will be allocated a **supervisor**, who will read and discuss with you each part of your essay and give you advice as to how to proceed and write the very best essay you can. Your supervisor will view your progress through MANAGEBAC. You will need to give your supervisor a hard copy of your essay at certain stages of the process.

EE Group Sessions

At each stage of the process there will be an EE session, where the next stage of the process will be explained to you. Practical advice will be given, and questions answered. These sessions will usually be held in the ilc, during a Monday lunchtime. The first one will be in January.

Librarians

Use the library resources. Look in the library for examples of excellent Extended Essays, as well as sources for your essay.

IBO guidelines

There is plenty of information and guidelines available to help you. VERY IMPORTANT: Read the assessment criteria first. You will find this in the IBO Extended Essay Guide on Forum. Your supervisor will also have a copy.

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So, let's get started..

Think about the subjects in your IB Diploma you are most interested in. Read some outstanding essays in those subject areas, decide on the subject you want to write your essay in and then narrow down your interest down to a single topic.

Good luck!

Why is the Extended Essay a core part of the IB Diploma?

The aims of the extended essay are to provide students with the opportunity to:

- Pursue independent research on a focused topic
- Develop research and communication skills
- Develop the skills of creative and critical thinking
- Engage in a systematic process of research appropriate to the subject
- Experience the excitement of intellectual discovery.

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma. 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). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

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

The extended essay is:

- Compulsory for all Diploma Programme students
- Externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- A piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- Chosen from the list of approved Diploma Programme subjects, published in the *Handbook of procedures for the Diploma Programme*
- Presented as a formal piece of scholarship containing no more than 4,000 words
- The result of approximately 40 hours of work by the student
- Concluded with a short interview, or *viva voce*, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

The extended essay and the IB learner profile

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.

Students and teachers familiar with the IB Middle Years Programme (MYP) will find that the extended essay is a natural progression from the MYP personal project.

Relationship to theory of knowledge

Whichever subject is chosen, the extended essay shares with the theory of knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay but are given much less weight in TOK: in the *Theory of knowledge guide* (updated November 2008) the section describing the TOK assessment tasks states that, “neither the [TOK] essay nor the presentation is primarily a research exercise”. At a more abstract level, both TOK and the extended essay promote reflection on the nature of knowledge and on how new knowledge is produced.

International dimensions

Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. Whatever the subject, the extended essay student should strive to find relevant information from a diverse range of sources.

Assessment

Using the assessment criteria

The method of assessment used by the IB is criterion-related. That is to say, the method of assessment judges each student in relation to identified assessment criteria and not in relation to the work of other students.

- The aim is to find, for each criterion, the descriptor that conveys most adequately the achievement level attained by the student. The process, therefore, is one of approximation. In the light of any one criterion, a student’s work may contain features denoted by a high achievement level descriptor combined with features appropriate to a lower one. A professional judgment should be made in identifying the descriptor that approximates most closely to the work.
- Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached that describes an achievement level that the work being assessed does not match as well as the previous level. The work is therefore best described by the preceding achievement level descriptor and this level should be recorded.
- Only whole numbers should be used, not partial points such as fractions or decimals.
- The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.
- Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance.
- A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 36. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements. See the following “Award of diploma points” section for further details.

The band descriptors are:

A Work of an excellent standard

B Work of a good standard

C Work of a satisfactory standard

D Work of a mediocre standard

E Work of an elementary standard.

Award of diploma points

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands described previously.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

The diploma points matrix

| | | Theory of knowledge | | | | | |
|----------------|--------------------------|------------------------|--------------------|--------------------------|----------------------|------------------------|---------------|
| | | Excellent A | Good B | Satisfactory C | Mediocre D | Elementary E | Not submitted |
| Extended essay | Excellent A | 3 | 3 | 2 | 2 | 1 + Failing condition* | N |
| | Good B | 3 | 2 | 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 |

A student who, for example, writes a good extended essay and whose performance in theory of knowledge is judged to be satisfactory will be awarded 1 point, while a student who writes a mediocre extended essay and whose performance in theory of knowledge is judged to be excellent will be awarded 2 points.

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.

* From 2010 onwards, 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.

Responsibilities and Deadlines

Responsibilities of the student

It is required you:

- Choose a topic that fits into one of the subjects on the approved extended essay list (in the *Vade Mecum*)
- Observe the regulations relating to the extended essay
- Meet deadlines
- Acknowledge all sources of information and ideas in an approved academic manner.

It is also required that you:

- Start work early
- Think very carefully about the research question for their essay
- Plan how, when and where they will find material for their essay
- Plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- Record sources as their research progresses (rather than trying to reconstruct a list at the end)
- Have a clear structure for the essay itself before beginning to write
- Check and proofread the final version carefully
- Make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

Although you will be working with a supervisor, **you** are responsible for researching and writing your extended essay as well as meeting all the deadlines in the process. The deadlines given below have been set to help you go through the process efficiently and effectively and allow you to receive the maximum amount of support from your supervisor, while still adhering to the IB regulations. The deadlines are there to help you. Make sure you stick to them.

What if I miss a deadline?

It is essential that you meet every deadline in the extended essay process. Failure to meet a deadline will result in an IB Warning Email. Failure to submit your final copy of the extended essay will mean you

cannot obtain an IB Diploma. Consult the IB Contract you and your parents have signed for more detailed information concerning penalties.

Extended Essay Deadlines 2013/2014

Grade 11

There will be monthly meetings in the ilc for each stage of the process.

January 2013

After the introductory meeting in January, you will be given your first task and deadline: **Choose a subject for your extended essay, a working topic and a research question. You will receive instructions how to do this via Managebac.** If you are unsure about a topic, come and discuss it with me or your teachers. Remember, however, to choose the subject first, then the topic, not the other way around. At this point, you will be matched with a supervisor.

February 2013

By the specified date on Managebac you must **meet with your supervisor** to review your working topic and research question and agree a research plan.

March 2013

By the specified date on Managebac you must have turned in **the proposed outline, research summary and working bibliography** of your essay. This must be submitted in hard copy to your supervisor and electronically to Managebac. You must **meet with your supervisor** to review your progress.

April 2013

By this date you must have turned in **the draft introduction, detailed outline, and bibliography** of your essay. This must be submitted in hard copy to your supervisor and electronically to Managebac.

May, 2013

By this date you must have submitted the **intro and draft body paragraphs** of your essay. You must **meet with your supervisor** to review your draft body paragraphs, and discuss how you intend to complete the paper over the summer. **All surveys, experiments and main research must be completed by this date.**

August, 2013

When you return to school you must have completed the **complete body and conclusion** of your essay. This must be submitted in hard copy to your supervisor.

September, 2013

By the end of this month you must have **met with your supervisor** to review the complete body and conclusion of your essay then submit your first full draft. The [First Draft](#) of your essay must be submitted in hard copy to your supervisor and electronically to Turnitin.com.

October, 2013

By the end of the month you must **meet with your supervisor** to discuss the first draft of your extended essay and make any final corrections needed before submitting the [Final Copy](#) of your essay. This must be submitted in hard copy to your supervisor and electronically to Turnitin.com.

Because extended essay predicted grades are required for university applications, feedback and progress updates will be provided and reported at key stages in the process.

Recommendations from Examiners

Recommended: things to do

Examiners' reports frequently emphasize the following positive steps. Before starting work on the extended essay, students should:

- Read the assessment criteria
- Read previous essays to identify strengths and possible pitfalls
- Spend time working out the research question (imagine the finished essay)
- Work out a structure for the essay.

During the research process, and while writing the essay, students should:

- Start work early and stick to deadlines
- Maintain a good working relationship with their supervisor
- Construct an argument that relates to the research question
- Use the library and consult librarians for advice
- Record sources as they go along (rather than trying to reconstruct a list at the end)
- Choose a new topic and a research question that can be answered if there is a problem with the original topic
- Use the appropriate language for the subject
- Let their interest and enthusiasm show.

After completing the essay, students should:

- Write the abstract

- Check and proofread the final version carefully.

Recommended: things to avoid

Examiners' reports also mention these things to be avoided at all costs.

Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students should not:

- Forget to analyse the research question
- Ignore the assessment criteria
- Collect material that is irrelevant to the research question
- Use the internet uncritically
- Plagiarize
- Merely describe or report (evidence must be used to support the argument)
- Repeat the introduction in the conclusion
- Cite sources that are not used.

One further piece of advice is as follows: the more background a student has in the subject, the better the chance he or she has of writing a good extended essay. Choosing to write the extended essay in a subject that is not being studied as part of the Diploma Programme often leads to lower marks.

Example Extended Essays Go to FORUM click on the links example extended essays taken from the IB Online Curriculum Centre. All of these essays are accompanied by a breakdown of the descriptor marks and IB examiner's comments. Make sure you read this examiner's feedback along with the example essay!!

N.B. These subjects are those where IB materials are currently on the OCC. Example essays for other subjects will be added as and when they become available. There is also a very useful file of materials in the library entitled 50 Excellent Extended Essays. Please consult.

References and Bibliography

It is an IB requirement that you document all your sources and that you produce a complete, accurate bibliography. Carefully observing this academic convention plays a part in the grading of your essay. It is also essential that you pay attention to this to avoid the charge of plagiarism.

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.
(Extended Essay Guide)

Documenting Sources

In the body of your essay, the IB requires that “an accepted form of quoting and documenting sources should be applied consistently.” This means that you should follow an academically accepted documentation style, appropriate to your subject, when you write your essay.

The English Department, for example, recommends that you follow the MLA format using in text citations. A comprehensive guide to this format is available at PurdueUniversity's [Online Writing Laboratory](#).

Writing Your Bibliography

Each work consulted, regardless of whether or not it has already been cited as a reference, must be listed in the bibliography.

The bibliography or list of references should include only those works, such as books and journals, that have been consulted by the candidate.

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.

The English Department recommends you use the MLA bibliography format. There is a guide to this under 'Works Cited' at the [Online Writing Laboratory](#). In addition, www.easybib.com is a site that will produce MLA formatted bibliography entries for you automatically.

Plagiarism and Malpractice

Plagiarism or malpractice in the writing of the extended essay is taken very seriously. It could lead to a fail grade being given for the essay and thus for the IB Diploma as a whole. This how the IB Organisation defines plagiarism and malpractice.

The IBO defines malpractice as the attempt by a candidate to gain an unfair advantage in any assessment component. Collusion is when a candidate knowingly allows his or her work to be submitted for assessment by another candidate. Plagiarism is defined by the IBO as the submission for assessment of the unacknowledged work, thoughts or ideas of another person as the candidate's own.

In order to avoid charges of plagiarism, candidates must always ensure that they acknowledge fully and in detail the words and/or ideas of another person. 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. (Extended Essay Guide)

Turnitin.com

In order to discourage plagiarism, the rough drafts and final copies of your extended essays must be submitted to the anti plagiarism site, www.turnitin.com.

Choosing a Subject

Before you decide on a specific topic for your extended essay, you need to choose a subject. Try to choose something that interests you. Make sure your subject is an area in which you feel confident of your knowledge and skills.

Your subject must be chosen from the IB subject list. See the full list on EE Managebac. Here is a selection of some subjects:

Language A: Literature.
Language A: Language and Literature
Language B.
Business & Management
Economics
Psychology
History
ITGS
Environmental Systems & Societies
Biology
Chemistry
Physics
Mathematics
Theatre
Art
Music

Researching and writing the extended essay

It is recommended that teachers advise their students about researching and writing the extended essay as follows.

The research process

When researching the extended essay, students should do the following.

1. Choose the approved Diploma Programme subject for the extended essay.
Read the assessment criteria and the relevant subject guidance.
2. Choose a topic.
3. Formulate a well-focused research question.
4. Plan the investigation and writing process.
Identify how and where they will gather material.
Identify which system of academic referencing they will use, appropriate to the subject of the essay.
Set deadlines for themselves that will allow them to meet the school's requirements.
5. Plan a structure(outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction.
6. Undertake some preparatory reading.
If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.
7. Carry out the investigation.

The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next.

Students should be prepared for things to go wrong. Sometimes they may discover something later in the investigation that undermines what they thought had been established earlier on. If that happens, the investigation plan needs to be revised.

Writing the extended essay

The structure of the essay is very important. This is what helps students to organize the argument, making best use of the evidence gathered.

The required elements of the final work to be submitted are listed here. More details about each element are given in the “Formal presentation of the extended essay” section. Please note that the order in which they are presented here is not necessarily the order in which they should be written.

Title page Abstract Contents page Introduction Body (development/methods/results) Conclusion

References and bibliography

Appendices

Students should use the chosen system of academic referencing as soon as they start writing. That way, they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. Most modern word processors are helpful with this.

Some students draft the introduction first. If students do that, they must be prepared to revise it once the essay is complete.

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but, as the argument develops, it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In most subjects, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track).

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument should not be included in appendices or footnotes/endnotes. The examiner is not bound to read notes or appendices, so an essay that is not complete in itself will lose marks.

The remaining stages in writing the essay take time but are not difficult. Students need to check that they have cited sources for all material that is not their own, and that the citations are complete and consistent with the chosen referencing system. The bibliography should list only the sources used in the essay. The whole essay needs to be proofread carefully (computer spelling and grammar checkers are useful but will not do everything). Pages must be numbered and the contents page must be completed. The abstract is normally written last.

Formal presentation of the extended essay

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The use of word processors is encouraged.

The length of the extended essay

The upper limit is 4,000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does **not** include:

the abstract acknowledgments the contents page maps, charts, diagrams, annotated illustrations and tables equations, formulas and calculations citations/references (whether parenthetical or numbered) footnotes or endnotes the bibliography appendices.

Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

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

Japanese: 1 word = approximately 2 Japanese characters Chinese: 1 word = approximately 1.2 Chinese characters

Title

The title should provide a clear indication of the focus of the essay. It should be precise and not necessarily phrased in the form of a question.

Abstract

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last. The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are for it to state clearly: the research question being investigated the scope of the investigation the conclusion(s) of the extended essay.

The abstract should be typed or word processed on one side of a sheet of paper, and placed immediately after the title page.

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

Illustrations

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

Bibliographies, references and citations

An extended essay must reflect intellectual 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. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves and it shows the student's understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice.

What is a bibliography?

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgment. The bibliography should list only those sources cited. There are a number of different documentation styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor 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. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

Major documentation styles

The following are examples of acceptable documentation styles.

American Political Science Association (APSA) American Psychological Association (APA) Chicago/Turabian Council of Biology Editors (CBE)

Harvard citation and referencing guide Modern Language Association (MLA) Numbered references

Finding information about such systems is not difficult. Entering a string such as “academic referencing” into an internet search engine will bring up lots of useful material. Reputable university sites often allow comparison of several different systems (and do not usually disappear overnight). One such example (accessed 13 March 2006) is <http://www.wisc.edu/writing/Handbook/Documentation.html>. There are numerous other online guides to creating bibliographies, as well as printed writers’ handbooks.

What is a reference?

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. 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.

What is a citation?

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular documentation style that has been chosen. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Appendices, footnotes and endnotes

Appendices, footnotes and endnotes 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 body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

Unless considered essential, complete lists of raw data should not be included in the extended essay. Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.

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 content of the extended essay.

Computers

The use of computers is encouraged where they are appropriate as tools for analysing data relevant to the subject of the extended essay. Material such as a hard copy of computer output may be included in the extended essay, but any associated program should be referred to or reproduced, if original, only as an appendix.

Computer programs may only be included (in particular circumstances) in computer science and physics essays. (See the “Computer science” and “Physics” sections for further details.)

CDs, DVDs and audio-visual materials

The model for the extended essay is a paper in an academic journal. 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.

The *viva voce* (concluding interview)

The *viva voce* is a short interview between the student and the supervisor, and is a recommended conclusion to the extended essay process. Students who do not attend the *viva voce* may be disadvantaged. The *viva voce* serves the following purposes.

A check on plagiarism and malpractice in general
An opportunity to reflect on successes and difficulties in the research process
An opportunity to reflect on what has been learned
An aid to the supervisor's report
The *viva voce* should last between 10 and 15 minutes. This is included in the recommended amount of time the supervisor should spend with the student. The following are examples of questions that can be asked, which should be adapted to the particular essay and student.

"I am not clear what you mean on page XXX. You quote Y: could you explain a little more about what this tells us?"

"On page *** you cite Z. I couldn't find this reference (for example, website). Could you tell me more about it?"

"What have been the high and low points of the research and writing processes?" "What were the most interesting aspects of the process? Did you discover anything that surprised you?"

"What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an extended essay?"

"Is there anything else that you would particularly like me to mention in my report?" In conducting the *viva voce* and writing the report, supervisors should bear in mind the following.

Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. This is particularly important in subjects like mathematics. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the *viva voce* and report on it.

Minor slips in citation and referencing may lose the odd mark. If there appear to be major shortcomings, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes it contains plagiarism.

In assessing criterion K (holistic judgment), examiners will take into account any information given in the report about unusual intellectual inventiveness or persistence in the face of unexpected difficulties.

The report should not attempt to do the examiner's job. It should refer to things, largely process-related, that may not be obvious in the essay itself.

Unless there are particular problems, the *viva voce* should end positively. Completion of a major piece of work such as the extended essay is something for students to feel good about.

Assessment. Using the assessment criteria

The method of assessment used by the IB is criterion-related. That is to say, the method of assessment judges each student in relation to identified assessment criteria and not in relation to the work of other students.

The aim is to find, for each criterion, the descriptor that conveys most adequately the achievement level attained by the student. The process, therefore, is one of approximation. In the light of any one criterion, a student's work may contain features denoted by a high achievement level descriptor combined with features appropriate to a lower one. A professional judgment should be made in identifying the descriptor that approximates most closely to the work.

Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached that describes an achievement level that the work being assessed does not

match as well as the previous level. The work is therefore best described by the preceding achievement level descriptor and this level should be recorded.

Only whole numbers should be used, not partial points such as fractions or decimals.

The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.

Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance. A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 36. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements. See the following “Award of diploma points” section for further details.

The band descriptors are:

A Work of an **excellent** standard

B Work of a **good** standard

C Work of a **satisfactory** standard

D Work of a **mediocre** standard

E Work of an **elementary** standard.

Assessment criteria

This section provides an overview of what each criterion assesses in the extended essay. Further advice on interpreting the assessment criteria is provided within the guidelines for each subject in the “Details—subject specific” section.

A: research question (Objectives 1 and 2)

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.

Achievement level

Descriptor

0

The research question is not stated in either the introduction or on the title page **or** does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.

1

The research question is stated in either the introduction or on the title page but is not clearly expressed **or** is too broad in scope to be treated effectively within the word limit.

2

The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

B: introduction (Objectives 1 and 5)

This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.

Achievement level

Descriptor

0

Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.

1

Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.

2

The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

C: investigation (Objectives 1 and 3)

This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

Achievement level

Descriptor

0

There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.

1

A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.

2

A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.

3

A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.

4

An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.

D: knowledge and understanding of the topic studied (Objectives 3 and 7)

Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. "Academic context", as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.

Achievement level

Descriptor

0

The essay demonstrates no real knowledge or understanding of the topic studied.

1

The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.

2

The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.

3

The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.

4

The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

E: reasoned argument (Objectives 1 and 4)

This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

Achievement level

Descriptor

0

There is no attempt to develop a reasoned argument in relation to the research question.

1

There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.

2

There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.

3

Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.

4

Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

F: application of analytical and evaluative skills appropriate to the subject

(Objective 7)

Achievement level

Descriptor

0

The essay shows no application of appropriate analytical and evaluative skills.

1

The essay shows little application of appropriate analytical and evaluative skills.

2

The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.

3

The essay shows sound application of appropriate analytical and evaluative skills.

4

The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

G: use of language appropriate to the subject (objective 6)

Achievement level

Descriptor

0

The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.

1

The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.

2

The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.

3

The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.

4

The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

H: conclusion (Objectives 1, 4 and 5)

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.

Achievement level

Descriptor

0

Little or no attempt is made to provide a conclusion that is relevant to the research question.

1

A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.

2

An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

I: formal presentation

(Objective 5)

This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).

Achievement level

Descriptor

0

The formal presentation is unacceptable, or the essay exceeds 4,000 words.

1

The formal presentation is poor.

2

The formal presentation is satisfactory.

3

The formal presentation is good.

4

The formal presentation is excellent.

J: abstract (Objective 5)

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

Achievement level

Descriptor

0

The abstract exceeds 300 words **or** one or more of the required elements of an abstract (listed above) is missing.

1

The abstract contains the elements listed above but they are not all clearly stated.

2

The abstract clearly states all the elements listed above.

K: holistic judgment (Objective 1)

The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.

Achievement level

Descriptor

0

The essay shows no evidence of such qualities.

1

The essay shows little evidence of such qualities.

2

The essay shows some evidence of such qualities.

3

The essay shows clear evidence of such qualities.

4

The essay shows considerable evidence of such qualities.

Regulations

The *General regulations: Diploma Programme* states that, in addition to subject requirements, the IB diploma has additional requirements that include the completion and submission of an extended essay in a subject available for this purpose. These general regulations also state that schools must comply with the details and procedures in the *Handbook of procedures for the Diploma Programme* (the procedures manual for Diploma Programme coordinators and teachers), which gives detailed information about the administration of this diploma requirement.

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 in which the extended essay is written

Extended essays submitted in a group 1 or group 2 language must be written in that language, with the exception of Latin and classical Greek. Extended essays for subjects in groups 3 to 6, and in Latin and classical Greek, 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.

How to Write an Abstract

An abstract is a concise, stand-alone statement that conveys the essential information contained in an article, book, research paper, or document. Written in a direct non-repetitive style, the abstract should:

- Identify the problem (research question of thesis) investigated.
- Describe the scope or method of investigation.
- Summarize the results.
- State the conclusion(s).

Writing the Abstract:

1. Highlight the sentences in the paper that detail the problem (objective) investigated.
2. Highlight the research question (or thesis).
3. Identify information (phrases, key words) that shows the scope and sequence of the investigation-identify but do not explain.
4. Condense the conclusion into a few concise sentences.

Words of Advice:

- 1) For the first draft, don't worry about length. Just try to cover all the important components that are required in the abstract. Use all the information that highlighted and identified as you read through the essay (or article).
- 2) Take a word count before you begin to edit.
- 3) Begin editing by deleting words, phrases and sentences that are less important or provide more explanation than necessary.
- 4) Look for places where sentences can be combined to omit extra words or condense idea.
- 5) Delete unnecessary background information.
- 6) Do not use jargon, abbreviations, direct quotes or citations.
- 7) Avoid writing in the first person (I). Rather than saying, "In this essay I discuss...", try a more formal approach by starting your abstract with an opening similar to:
 - This essay discusses the effects of ... Specifically, this paper investigates (restate research question)..."
 - "This essay examines how ... It attempts to answer the question..."
- 8) Write to the required word count. If a 300 word abstract is required, get as close to the required number of words as possible.

Choice of subject and working topic and an exact research question

Here are some examples:

Choice of Subject and Working Topic. Exact Research Question.

Subject: Language A Literature. Working Topic: The Poetry of Sylvia Plath, most particularly the Bee Poems.

Exact question: How and to what effect does Plath explore and develop the persona of the Queen Bee in the Bee Poems.

Subject: Language A Literature. Working Topic: a comparison of the portrayal of Bertha Rochester in Wide Sargasso Sea and Jane Eyre.

Exact Question: To what extent can the portrayal of Bertha Mason in WSS, be interpreted as the Creole talking back?

Subject: Psychology. Working topic: The psychology of crowds and the recent London riots

Research Question: To what extent can the August 2011 riots and looting in London be explained by what is currently understood about the psychology of crowds.

Subject: Biology. Working Topic: Altitude and physical fitness

Research Question: Can a programme of training at high altitude have an impact on the fitness of an athlete?

Subject: Business and management. Working topic: Growth strategies

Research Question: How effective has the joint venture between ABC Ltd and UBI Ltd been as a growth strategy?

Subject: Chemistry. Working topic: The caffeine content of a cup of tea

Research Question: Does the time it takes to brew a cup of tea using specific commercial brand of tea leaves significantly alter the amount of caffeine that is dissolved in the drink?

Subject: Computer science. Working topic: Advances in computer processing

Research Question: Will fuzzy logic replace binary logic in the near future?

Subject: Dance. Working topic: Lin Hwai Min's choreography

Research Question: The influence of American modern dance of the mid-20th century on Lin Hwai Min's choreography?

Subject: Design technology. Working topic: Bicycle design

Research Question: Has the introduction of new materials improved the performance of modern racing bicycles?

Subject: Economics. Working topic: The impact of monetary policy

Research Question: Has the Kenyan central bank's policy of interest rate cuts led to a rise in new car sales in Nairobi?

Subject: Environmental systems and societies. Working topic: The ecological footprint of the school canteen.

Research Question: From the major inputs and outputs of the school canteen, what overall estimate of its environmental impact can be made in terms of an ecological footprint?

Subject: Film. Working topic: Neo-noir in colour.

Research Question: To what extent do the films Chinatown (1974), Blood Simple (1984) and Pulp Fiction (1994) qualify as film noirs?

Subject: Geography. Working topic: Changes in population structure in the Czech Republic.

Research Question: How has the fall of communism changed the population structure of the Czech Republic and what will be the social and economic effect of this?

Subject: History. Working Topic: Changing views of the 1962 Cuban missile crisis.

Research Question: How and why have explanations of the Cuban missile crisis changed since 1962?

Subject: Human rights. Working topic: The political rights of women in Saudi Arabia.

Research Question: To what extent can the limited political rights of women in Saudi Arabia be justified?

Subject: Information technology in a global society. Working topic: The impact of Open Source software.

Research Question: Has the wide availability of Open Source software resulted in improved security for networks?

Subject: Music. Working topic: Edgard Varese and Frank Zappa.

Research Question: What is the influence of Edgard Varese on the musical output of Frank Zappa?

Subject: Peace and conflict studies. Working topic: Violence in the American school system.

Research Question: An analysis of the causes of school violence and suggested solutions.

Subject: Mathematics. Working topic: Square-triangular numbers and Pell's equation.

Research Question: How many square numbers are also triangular numbers, where are they, and what other problems lead to Pell's equation?

Subject: Philosophy. Working topic: Do stem cells have moral status?

Research Question: What criterion can be identified in order to ascribe a moral status to stem cells?

Subject: Physics. Working topic: The deflection of starlight by the Sun's gravitational field.

Research Question: What will be the angular deflection of starlight by the Sun if Newton's Universal Law of Gravitation is applied?

Subject: Politics. Working topic: Why the US policy on Iraq is failing?

Research Question: Account for the domestic unpopularity of the US-led invasion of Iraq.

Extended Essay Diploma Session May 2014

1. Submission of Choice of Subject, topic & Research Question

Name: _____

Advisory: _____

Subject: _____

Working Topic: _____

Research Question:

Your Signature: _____

Name and signature of the Teacher you have consulted: _____

Date: _____

Extended Essay Final Draft Instructions

By the end of October, you must submit the final draft of your Extended Essay to Turnitin.com and TWO copies to the tray in Ms. Mortimer's office in the following format:

Your essay should be double spaced and single sided.

You should use a 12 point font - Times New Roman or similar.

Page number – bottom (See below) on every page

Name and Candidate Number top right (see above) on every page.

Remember to include in this order:

1. Cover Page. See example of how to set out your cover page below.
2. Abstract (300 words Max)
3. Contents
4. Introduction
5. Body
6. Conclusion
7. Bibliography

Please remember the research question has to be stated explicitly in the Abstract and Introduction.

The cover sheet should be set out like this:

Holly Golightly
IB Candidate # 0431867251
Diploma Session May 2013

Extended Essay in Psychology

The effect of eating breakfast on the academic achievement of teenage girls as measured by standardized test scores.

Supervisor: Ms Tiffany Saks 3999 words