

# Al Sahwa Schools



## IB Extended Essay Student's Handbook



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## Introduction

Together with TOK and CAS, the Extended Essay is a core requirement for IBDP students around the world.

## First Steps

The Extended Essay requires much thought, time, and energy. Approaching the Extended Essay may feel like climbing a mountain. Where does one start? This handbook will help you think about the things you need to know before you start finding out. You will learn about the basic Extended Essay requirements and the assessment criteria. You will discover that there are ways to earn good marks even before you begin writing. The tips and tricks in this booklet provide you with a good framework for moving forward, one step at a time.

## The Basis

The Extended Essay is a key requirement for earning the IB Diploma. It sits at the 'core' of the Diploma Programmed, together with Theory of Knowledge (TOK) and the Creativity, Action and Service (CAS) programme. It is a culminating product. It brings together much that you have learned and demonstrates that you know *how* to find out and to *think about* what you find out. It is an excellent way to end your school career and to begin the next stage of your education.

The Extended Essay is:

- personal research in a topic of your own choice
- chosen from the list of approved DP subjects
- an in-depth study, intended to promote high-level research and writing skills, intellectual discovery, and creativity
- written under the guidance of a supervisor
- presented as a substantial piece of formally presented, structured writing.

In addition, the Extended Essay:

- is compulsory for all DP students
- is expected to take about 40 hours to complete
- is externally assessed
- contributes, with TOK, up to **three bonus points** towards the diploma (see EE/TOK Matrix)
- is assessed according to 5 criteria
- is awarded a grade of A to E ('A' is excellent, 'E' is a failing condition for your entire Diploma)
- requires three formal reflection sessions with your supervisor, recorded on a form which contributes to the assessment Criterion E, 'Engagement'.

## What Can I Write About In My Extended Essay?

Your essay must be chosen from the list of approved DP subjects. You cannot write an essay on education, transport, medicine, or any subject is *not* on the approved DP list. This does not, however, exclude these as possible topics for your essay. You might, for example, write about the *economics* of education, transport, or medicine; the *history* of these topics; or how any of these are used as themes in *literary works*. You could write about schools in an essay on *global politics*; about the *physics* of a form of transport; or *health science* aspects of a medical treatment. Remember, for these topics you will be using the language and methods of economics, history, literature, and so on, placing your topic within the *context of the subject*.

You may penalize yourself if your essay is not in a subject you are studying, because you are less likely to have the background knowledge needed for this topic.

### Interdisciplinary Essays

There are three types of interdisciplinary essays that you can write:

1. Information Technology in a Global Society (ITGS) (an IBDP subject)
2. Environmental Systems and Societies (ESS) (an IBDP subject)
3. World Studies (available as an option for Extended Essay)

The same regulations for 'regular' Extended Essays apply to interdisciplinary essays, with the exception that you can draw from more than one IBDP subject discipline. You are encouraged to make connections and use concepts from different fields of research.

# Responsibilities

## **Your Responsibilities**

You are responsible for:

- choosing a topic
- deciding on a research question
- conducting the research
- writing the essay
- knowing the requirements and criteria
- keeping a Researcher Reflection Space (RRS) on Managebac
- writing 3 reflection statements (500 words in total) on your RPPF
- acknowledging your sources
- attending meetings
- meeting deadlines
- writing notes on meetings on Managebac

## **You and Your Supervisor**

Your supervisor will be a teacher in the subject in which you are writing your essay. However, your subject teacher may already have a heavy workload or have other reasons for not being able to supervise you.

In brief your supervisor should:

- know the subject-specific requirements and the assessment criteria
- advise and guide you on your research question and methodology
- meet with you at least 3 times (RPPF sessions) and preferably more ('check-ins')
- meet with you at other times to discuss your RRS, your thoughts and your progress
- comment on one completed draft
- spend roughly 3-5 hours with you
- authenticate your work
- submit minutes of your meetings on Managebac

### **You and the IBDP Coordinator**

The IBDP Coordinator is the main connection between your school and the IB. For this reason, the IBDP Coordinator:

- may ask you about deadlines
- may check your progress

### **Other People**

As you conduct your research you will find that other people can offer you a wealth of information and assistance. Librarians, teachers, friends, and family members may be knowledgeable about your topic. If you have someone from outside your school to help with certain aspects of your work, that person should know what kind of help is permitted. In brief, they may guide you in certain ways, but they may not direct, write, correct, or edit your work. The IB provides a letter and form for this purpose; the signed form must be included as an appendix to your essay and uploaded along with the essay itself. Contributions of outsiders should be acknowledged. **Your supervisor must be satisfied that the work in the essay is all yours, except where you have acknowledged otherwise.**

## **The Extended Essay Requirements:**

You can earn 3 additional points according to the levels you achieve in your Extended Essay and in Theory of Knowledge (TOK).

Your Extended Essay is assessed by an external examiner, who is familiar with the subject area of your essay. This examiner awards you marks according to the assessment criteria, which you can read below. Every essay, regardless of the subject, is marked against these same criteria. Your mark will be translated into a 'grade' according to the grade boundaries of your exam session.

## 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.

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p><b>The topic is communicated unclearly and incompletely.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>The research question is stated but not clearly expressed or too broad.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Methodology of the research is limited.</b></p> <ul style="list-style-type: none"> <li>• The source(s) and/or method(s) to be used are limited in range given the topic and research question.</li> <li>• There is limited evidence that their selection was informed.</li> </ul>
3-4	<p><b>The topic is communicated.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p><b>Methodology of the research is mostly complete.</b></p> <ul style="list-style-type: none"> <li>• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>• There is some evidence that their selection(s) was informed.</li> </ul> <p><i>*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.</i></p>
5-6	<p><b>The topic is communicated accurately and effectively.</b></p> <p>Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.</p> <p><b>The research question is clearly stated and focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.</li> </ul> <p><b>Methodology of the research is complete.</b></p> <ul style="list-style-type: none"> <li>• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li>• There is evidence of effective and informed selection of sources and/or methods.</li> </ul>

## 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.

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

## Criterion C: Critical Thinking

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

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-3	<p><b>The research is limited.</b></p> <ul style="list-style-type: none"> <li>• The research presented is limited and its application is not clearly relevant to the research question.</li> </ul> <p><b>Analysis is limited.</b></p> <ul style="list-style-type: none"> <li>• There is limited analysis.</li> <li>• Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</li> </ul> <p><b>Discussion/evaluation is limited.</b></p> <ul style="list-style-type: none"> <li>• An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.</li> <li>• The construction of an argument is unclear and/or incoherent in structure hindering understanding.</li> <li>• Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.</li> <li>• There is an attempt to evaluate the research, but this is superficial.</li> </ul> <p><i>* 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.</i></p>
4-6	<p><b>The research is adequate.</b></p> <ul style="list-style-type: none"> <li>• Some research presented is appropriate and its application is partially relevant to the Research question.</li> </ul> <p><b>Analysis is adequate.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Any conclusions to individual points of analysis are only partially supported by the evidence.</li> </ul> <p><b>Discussion/evaluation is adequate.</b></p> <ul style="list-style-type: none"> <li>• An argument explains the research but the reasoning contains inconsistencies.</li> <li>• The argument may lack clarity and coherence but this does not significantly hinder understanding.</li> <li>• Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.</li> <li>• The research has been evaluated but not critically.</li> </ul>

7-9	<p><b>The research is good.</b></p> <ul style="list-style-type: none"> <li>• The majority of the research is appropriate and its application is clearly relevant to the research question.</li> </ul> <p><b>Analysis is good.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conclusions to individual points of analysis are supported by the evidence; but there are some minor inconsistencies.</li> </ul> <p><b>Discussion/evaluation is good.</b></p> <ul style="list-style-type: none"> <li>• An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.</li> <li>• 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.</li> <li>• The research has been evaluated, and this is partially critical.</li> </ul>
10-12	<p><b>The research is excellent.</b></p> <ul style="list-style-type: none"> <li>• The research is appropriate to the research question and its application is consistently relevant.</li> </ul> <p><b>Analysis is excellent.</b></p> <ul style="list-style-type: none"> <li>• The research is analyzed 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.</li> <li>• Conclusions to individual points of analysis are effectively supported by the evidence.</li> </ul> <p><b>Discussion/evaluation is excellent.</b></p> <ul style="list-style-type: none"> <li>• An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</li> <li>• 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.</li> <li>• The research has been critically evaluated.</li> </ul>

## 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.

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<b>Presentation is acceptable.</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some layout considerations may be missing or applied incorrectly.</li> <li>• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</li> </ul>
3-4	<b>Presentation is good.</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Layout considerations are present and applied correctly.</li> <li>• The structure and layout support the reading, understanding and evaluation of the extended essay.</li> </ul>

## 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*.

Achievement Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<b>Engagement is limited.</b> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are mostly descriptive.</li> <li>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</li> </ul>
3-4	<b>Engagement is good.</b> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</li> <li>• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</li> </ul>
5-6	<b>Engagement is excellent.</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

Approximate assessment bands for the EE (guided by the 2018 examination results)

Points Earned	Descriptor	Grade Awarded
28 – 34	Excellent	A
21 – 27	Good	B
14 – 20	Satisfactory	C
7 – 13	Mediocre	D
0 – 6	Elementary	E

### Extended Essay and Theory of Knowledge

The three core points are awarded through the combination of your Extended Essay grade and your Theory of Knowledge grade, as shown in the matrix below:

	TOK Grade A	TOK Grade B	TOK Grade C	TOK Grade D	TOK Grade E	TOK Not submitted
EE Grade A	3	3	2	2	Fail of IB Diploma	Fail of IB Diploma
EE Grade B	3	2	2	1	Fail of IB Diploma	Fail of IB Diploma
EE Grade C	2	2	1	0	Fail of IB Diploma	Fail of IB Diploma
EE Grade D	2	1	0	0	Fail of IB Diploma	Fail of IB Diploma
EE Grade E	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma
EE Not submitted	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma	Fail of IB Diploma

### The Relationship Between You and Your Supervisor

- The relationship between you and your supervisor should be viewed like one that exists between a professor and a graduate student at university. The professor guides the student's research, but the work is done by you.
- The relationship is a conversation between two people in the same academic discipline, where you speak the same language.
- You need to respect your supervisor's time. You always need to make and keep appointments with your supervisor and treat your supervisor with courtesy and respect. Your supervisor will note any missed appointments on Managebac.
- Your supervisor not responsible for tracking you down, or for obtaining the paperwork required. You should come prepared with everything they need you to have.
- The role of the supervisor is as an advisor – you are responsible for meeting deadlines in an organized and considerate manner. Your deadlines are published on the IB assessment calendar and on Managebac.

## **Plagiarism**

- All students' Extended Essays will be submitted to Turnitin.com and an originality report issued that will be discussed by you and your supervisor. This will highlight any section which is not properly cited.
- If any case of suspected malpractice or plagiarism is suspected in the final draft, the Supervisor will write a report and present it to the IBDP Coordinator
- The viva voce will also be used to authenticate that the work is that of the student through questioning the work contained in the essay.

## **Choice of Topic**

- Subjects chosen for essays must be chosen from the list of available IB subjects. You are strongly encouraged to write your essay in a subject you are enrolled in.
- Topics of the essays should fall clearly within a subject and not cross boundaries, as this can lead to a 0 mark.
- You should be encouraged to choose a topic that you have a high level of personal interest in.

## **Choosing the Research Question**

- You should do an adequate literature review on the topic before narrowing your question.
- You will need to provide an annotated bibliography of your early sources to your supervisor to demonstrate that you understand your topic.
- The research question should be narrow enough that the topic can be adequately covered by 4000 words, but broad enough to allow for a good analysis.

The ultimate question chosen is your responsibility.

## **Bibliography/Documentation**

- The bibliography should list only those sources cited and used in the paper.
- Your supervisor will help you decide on a style for citation that is appropriate for the academic field.
- There must be consistency of method used when citing sources.
- Essays including references to unsubstantiated sites such as Wikipedia tend to get judged at least one grade lower on average.

## Sections of the Extended Essay

The upper limit is 4000 words and includes the introduction, the body, the conclusions, and any quotations. ***It does not include:***

- Acknowledgements
- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas, and calculations
- Citations, references (in text e.g. (Brown, 2009))
- Footnotes, endnotes
- The bibliography
- Appendices
- The reflections on planning and progress form

Sections are as follow:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. Bibliography
7. Appendices

## N.B.

Make sure you put your research question in the header and that it appears on every page – this does not count towards the 4000 words.

- Essays more than 4000 words are subject to penalty and examiners are not required to read material more than the word limit
- Appendices, footnotes, and endnotes are not an essential section of the EE and examiners are not required to read them
- Unless considered essential, complete lists of raw data should not be included in the EE

## Presentation of the Extended Essay

The following format is required:

- The use of 12-point readable font
- Double spacing
- Page numbering
- No candidate or school name on the title page or page headers
- Research question should be stated in the header (does not count in word total)

## The Writing Process

- The student is ultimately responsible for the quality of the work
- Students are encouraged to produce an outline of their paper

## The Draft

- The Supervisor will read and comment on a draft of the **completed** Extended Essay. *This does not include editing.* Supervisors are encouraged to give feedback verbally without a pen in their hand.
- Repeated re-drafting with further input from the Supervisor is not allowed. The Supervisor is permitted to answer questions and offer advice, but not to read more than one draft of the completed essay before the final version is submitted for authentication by the Supervisor and assessment by the IB.
- You may also present a section of the essay for the Supervisor to comment on, e.g. to check that citation and referencing has been properly understood.
- You should decide, with the permission of the Supervisor, to record the comments made during the review of the draft. It is not up to the Supervisor to give their comments in writing to the student. Video or audio recording of the interview is possible with the permission of the Supervisor.

## Double-dipping

You must ensure that you are not using material submitted for any other assessment component as part of your EE submission.

## Predicted Grade

- A predicted grade must be provided to the IB. This is used as a check/balance to reduce the
- Possibility of an “Elementary” grade that is a failing condition for the diploma.
- Each Supervisor will need to submit their predicted grade via Managebac.

## The Three Mandatory Sessions

<b>1. How long are these sessions?</b>	<p>A supervisor should spend no more than five hours with you over the duration of the Extended Essay process.</p> <p>These hours can be divided into quick 10 – 15-minute catch-up sessions followed by longer 30 – 40 minute sessions for the three mandatory interview sessions that will inform your Reflections on Planning and Progress Form (RPPF).</p>
<b>2. Are the sessions recorded?</b>	<p>You as the student are responsible for putting minutes of all your meetings with your Supervisor onto Managebac and to record how long each meeting was.</p> <p>Your three RPPF meetings are as follows:</p> <ol style="list-style-type: none"> <li>An introductory meeting</li> <li>A meeting halfway through the process</li> <li>A meeting after you have submitted your EE and is your viva voce.</li> </ol>
<b>3. Are these sessions assessed?</b>	<p>The sessions themselves are not assessed but they will help highlight your ability to reflect on the research process.</p> <p>Your RPPF will be assessed by the IB marker to help gauge for Criterion E: Engagement which is worth 6 marks.</p> <p>The supervisory sessions should therefore aim to help you maximise on the award of these grades by supporting you with things such as planning and structure, appropriate methodologies and approaches while also encouraging you to reflect on research challenges encountered and possible solutions found.</p>

### Guidance for Mandatory Sessions

The following table is intended as a guide for you and your supervisor with regards to the three mandatory sessions.

Session 1	Examples of Guiding Questions
<ul style="list-style-type: none"> <li>Initial ideas</li> <li>Topics</li> <li>Possible approaches</li> <li>Research question(s)</li> <li>Ethical considerations</li> </ul>	<ol style="list-style-type: none"> <li>Why have you chosen this topic/event/figure/case study as the focus of your RQ?</li> <li>How is your question appropriate to the chosen subject?</li> <li>Why is the RQ worthy of investigation?</li> <li>Have you considered whether to pursue a primary or secondary research approach to respond to your RQ? Why is that the best approach?</li> <li>What contradictions, concerns or controversies are you already aware of in relation to your RQ?</li> <li>If in history, does your RQ cover a period at least ten years from today?</li> <li>Is there enough material readily available to support such an essay?</li> <li>What sources do you think may be useful and why (letters, newspapers, interviews, histories and so on)?</li> <li>What may be some problems in arriving at a conclusion to your EE (for example, reliability of sources and bias of accounts)?</li> <li>Are there any ethical considerations you need to consider? Will these affect your research and how do you propose to overcome them?</li> </ol>
Session 2	Examples of Guiding Questions
<ul style="list-style-type: none"> <li>Follow-up</li> <li>Research findings</li> <li>Reading completed (and pending)</li> <li>Organisation and structure</li> <li>Next-step planning</li> </ul>	<p><b>You should come to this meeting with an essay structure ready to discuss</b></p> <ol style="list-style-type: none"> <li>Have you made any adjustments to your initial RQ since session 1? Why?</li> <li>Which sources have you utilised thus far in terms of your research?</li> <li>What perspectives have you been made aware of through your reading?</li> <li>Is there a discernable pattern or approach that dominates?</li> <li>What aspects of your reading have surprised, impressed, shocked, or challenged you?</li> <li>What material have you rejected from your list of sources? Why?</li> <li>What areas do you feel need further exploration? Why?</li> <li>Are there aspects of the material you are struggling with?</li> <li>Have you had any issues with your time management? How have you addressed this?</li> <li>What ideas do you have with regards to the layout of your Extended Essay (chapters, headings, etc.)? Outline what you are going to put in these areas.</li> <li>What next steps do you consider vital for the completion of your EE?</li> </ol>

Session 3	Examples of Guiding Questions
<ul style="list-style-type: none"> <li>• Viva voce</li> <li>• Conclusions</li> <li>• Writing process</li> <li>• Challenges or setbacks</li> <li>• Academic honesty</li> </ul>	<p>22. What conclusions did you arrive at during the research and writing of your EE? Were there any surprises?</p> <p>23. What would you consider to be the most (and least) rewarding aspect of your research and writing process?</p> <p>24. What figures or illustrations did you include? Why did you choose them?</p> <p>25. Which source contradicted the general ideas of your research? In what way specifically did the source contradict them? Did you include it? Why? Why not?</p> <p>26. Which of your sources did you find to be the most helpful? Why?</p> <p>27. Your supervisor will select a few sections from you EE and ask questions about it.</p> <p>28. What have you learned about your topic from researching and writing about it?</p> <p>29. What challenges did you encounter when researching and writing the EE? How did you go about overcoming them?</p> <p>30. What unanswered question are you left with?</p> <p>31. How successful do you believe you've been with regards to answering you RQ?</p> <p>32. Is there anything that contributed to the EE that is not immediately evident in the essay itself (such as museum visits and email exchanges with participants, scientists, and authors).</p>

## Criterion E: Engagement (6 marks)

This criterion has two key strands associated with it:

- 1) Process                      2) Research focus

What is being assessed under this criterion is your engagement with both the research process and the focus of your investigation/topic.

In your RPPF you will be expected to write three reflections after having met with your supervisor at each of the three mandatory supervisor meetings. The supervisor's report that is added to the RPPF also shed light on how well you have engaged with the two strands for this criterion.

You should use the above questions to help guide your writing but remember that you only have **500 words** between all three reflections, so it needs to be relevant and sharply focused. Also, once you have submitted your RPPF, you are not able to go back and edit it, so plan accordingly with regards to word use!

## Researchers Reflection Space (RRS)

### What do I need to bring to the Reflections sessions?

The IB advises all students to maintain a Researcher's Reflection Space (RRS) for the purposes of supporting them with both their research and as evidence to show how well they have engaged with both the research focus and process overall. The RRS can be kept in any form (for example, journal, scrapbook, online blog, Managebac etc). It is intended to be a place where the process is chronicled as a whole and can therefore be a showcase to your supervisor of your level of engagement with the EE.

### Towards meaningful reflection

Reflecting before, upon and after has proven time and time again to be a key ingredient to successfully creating any "product", be it a piece of homework, a CAS activity, or an EE.

Good Reflection	Poor Reflection
<ul style="list-style-type: none"> <li>• Meaningful</li> <li>• Individual</li> <li>• Ongoing and episodic</li> <li>• Formative</li> <li>• Corrective</li> <li>• Uncomfortable</li> <li>• Productive</li> <li>• Social</li> <li>• Challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive only</li> <li>• Complaining</li> <li>• Criticising only</li> <li>• Boring</li> <li>• Linear or static</li> <li>• Politically correct</li> <li>• Tick box</li> <li>• Hour counting</li> <li>• A single task</li> </ul>

Good reflecting should challenge you, your assumptions, and your approach. It should be social in nature as you seek to find solutions to problems through dialogue and discourse with experts. Good reflecting should always correct bad practice. It should be an ongoing process and generally episodic in nature rather than a one-off task you complete at the end. Most importantly, it should be meaningful, by which is meant it should help you realise what worked and what did not and thus point you towards finding appropriate solutions or support.







### What should be in my RRS?

You can keep notes, clippings from useful articles, video files, annotations, scribbled ideas, and anything that helps build the EE.

- Reading: a log of your reading as you complete it.
- Notes: brief notes on your developing (often changing) thoughts on your RQ because of your reading and research
- Challenges: register any challenges (even frustrations) and what you did about them, especially if they revolve around the research itself. Avoid simply complaining about things such as missed opportunities or time wasted. Reflect on how you can avoid these issues in future.
- Visuals: Include annotated diagrams, charts, illustrations, or images that help build your argument
- Skills: document any newly developed skills or refining of pre-existing skills that you gain because of the research process.

## The Extended Essay – Student Checklist

The final version of the Extended Essay must have the following parts in this order:

-  Title Page
-  Content Page
-  Introduction
-  Body of essay (with candidate number, numbered pages on each sheet)
  - Introduction (clearly stated research question)
  - Body of the paper (may have subsections and headings, illustrations, graphic, charts, etc. where appropriate)
-  Conclusion
-  Bibliography

**Optional:** Appendices – but be careful. The IB does not consider appendices to be an essential part of the Extended Essay and examiners may not read them

## Points to Consider

- Have you followed the guidelines for your subject? Are you sure your research question is acceptable within the guidelines?
- Have you closely examined the scoring rubric to see if you have met the criteria for the maximum number of points?
- Does your bibliography include all your in-text citations?
- Have you supported your argument with reputable and academic research?
- Is the research question stated in the following four places?
  - Title page
  - Introduction
  - Conclusion
  - In the header

## Example of Title Page

How does the sphere of influence of S.G.G Magnum shopping mall differ from the sphere of influence of central shopping mall?

International Baccalaureate Extended Essay

Subject Area

Date

Number of words: #####