THE YORK SCHOOL

EXTENDED ESSAY HANDBOOK

2020+
**Nature of the Extended Essay**

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme Subjects.

The extended essay is:

- compulsory for all students taking the Diploma and is an option for course 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
- 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

**AIMS OF EXTENDED ESSAY**

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
REGULATIONS

IB diploma has requirements that include the completion and submission of an extended essay in a subject available for this purpose.

The requirement

Every IB diploma student must submit an extended essay.

Supervision

Each student submitting an extended essay is supervised by a teacher at the school.

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.

Both plagiarism and collusion are forms of malpractice that incur a penalty.

The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma or an additional certificate.

Choice of subject (you MUST be enrolled in the course)

- Biology
- Chemistry
- Economics
- English
- ESS
- Film
- French
- Geography
- History
- Mathematics
- Music
- Physics
- Spanish
- Theatre
- World studies
- Visual Art
RESPONSIBILITIES OF THE STUDENT

It is required that students:

➔ Choose a topic that fits into one of the subjects on the approved extended essay list (in the Handbook of procedure for the Diploma Programme)
➔ Observe the regulations relating to the extended essay meet deadlines
➔ Acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

➔ 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.
ADVICE TO STUDENTS FROM EXAMINERS

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 the librarian 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:

➔ Check and proofread the final version carefully.
RECOMMENDED THINGS TO AVOID

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 analyze 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.
THE RESEARCH PROCESS

➔ Choose the subject
➔ Choose a topic.
➔ Formulate a well-focused research question.
➔ Plan the investigation and writing process.
➔ Think how and where you will gather material/supplies.
➔ Plan a structure
➔ Undertake some preparatory reading.
➔ Carry out the investigation - taking many notes along the way.
➔ The material gathered should be assembled in a logical order,
➔ The investigation plan needs to be revised.

Writing the extended essay:

The structure of the essay: (must not include your name, supervisor name or school name)

➔ Title page (Title of Essay and Research Question)
➔ Table of Contents page
➔ Introduction
➔ Body (development/methods/results)
➔ Conclusion
➔ References and bibliography
➔ Appendices
FORMAL PRESENTATION OF THE EXTENDED ESSAY

The upper limit is 4,000 words but does not include:

➔ 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.

Title

The title should provide a clear indication of the focus of the essay. Include the research question below.

Contents page

It must be provided at the beginning of the extended essay.

Illustrations

➔ Illustrative material, if included, is well set out and used effectively.
➔ Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease and must be directly related to the text and acknowledged where appropriate.
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.

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

Major documentation styles

MLA - English, French, Spanish
APA - All other subjects

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.

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. This happens AFTER your final essay is marked.

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
ASSESSMENT

Assessment of the extended essay is a combination of formative assessment (the Reflections on planning and progress form) and summative assessment (the extended essay itself).

Generic assessment criteria are used with subject-specific interpretations.

**Overview of the assessment criteria for the extended essay**

<table>
<thead>
<tr>
<th>Criterion A: focus and method</th>
<th>Criterion B: knowledge and understanding</th>
<th>Criterion C: critical thinking</th>
<th>Criterion D: presentation</th>
<th>Criterion E: engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Context</td>
<td>Research</td>
<td>Structure</td>
<td>Process</td>
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<tr>
<td>Research question</td>
<td>Subject-specific terminology and concepts</td>
<td>Analysis</td>
<td>Layout</td>
<td>Research focus</td>
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<tr>
<td>Methodology</td>
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<td>Discussion and evaluation</td>
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</thead>
<tbody>
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<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total marks available: 34

A **27-34**
B **21-26**
C **14-20**
D **7-13**
E **0-6**
The chart below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

### Unpacking the criteria

**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.

- Does this essay meet the requirements for the subject for which you are registering it?
- Is your research question stated as a question?
- Have you explained how your research question relates to the subject that you selected for the extended essay?
- Have you given an insight into why your area of study is important?
- Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague?
- Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?
- Did you explain why you selected your methodology?
- Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?
- If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?
- Are there any references listed in the bibliography that were not directly cited in the text?
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.

- Have you explained how your research question relates to a specific subject you selected for the extended essay?
- Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?
- Is it clear that the sources you are using are relevant and appropriate to your research question?
- Do you have a range of sources, or have you only relied on one particular type, for example internet sources?
- Is there a reason why you might not have a range? Is this justified?

C: Critical Thinking
This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.

- Have you made links between your results and data collected and your research question?
- If you included data or information that is not directly related to your research question have you explained its importance?
- Are your conclusions supported by your data?
- If you found unexpected information or data have you discussed its importance?
- Have you provided a critical evaluation of the methods you selected?
- Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?
- Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?
- Are all your suggestions of errors or improvements relevant?
- Have you evaluated your research question?
- Have you compared your results or findings with any other sources?
- Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?
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.

- Have you read and understood the presentation requirements of the extended essay?
- Have you chosen a font that will be easy for examiners to read on-screen?
- Is your essay double-spaced and size 12 font?
- Are the title and research question mentioned on the cover page?
- Are all pages numbered?
- Have you prepared a correct table of contents?
- Do the page numbers in the table of contents match the page numbers in the text?
- Is your essay subdivided into correct sub-sections, if this is applicable to the subject?
- Are all figures and tables properly numbered and labelled?
- Does your bibliography contain only the sources cited in the text?
- Did you use the same reference system throughout the essay?
- Does the essay have less than 4,000 words?
- Is all the material presented in the appendices relevant and necessary?
- Have you proofread the text for spelling or grammar errors?

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 RPPF.

- Have you demonstrated your engagement with your research topic and the research process?
- Have you highlighted challenges you faced and how you overcame them?
- Will the examiner get a sense of your intellectual and skills development?
- Will the examiner get a sense of your creativity and intellectual initiative?
- Will the examiner get a sense of how you responded to actions and ideas in the research process?
**AWARD OF DIPLOMA POINTS**

The method of assessment used by the IB is criterion-related. All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of **three points** are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.

The diploma points matrix

<table>
<thead>
<tr>
<th>Theory of knowledge</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>Grade D</th>
<th>Grade E</th>
<th>No grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>Failing condition</td>
<td>Failing condition</td>
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<tr>
<td>Grade B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Failing condition</td>
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<tr>
<td>Grade C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Failing condition</td>
<td>Failing condition</td>
</tr>
<tr>
<td>Grade D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Failing condition</td>
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<td>Grade E</td>
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<td>No grade N</td>
<td>Failing condition</td>
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<td>Failing condition</td>
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</tbody>
</table>

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.
## EXTENDED ESSAY TIMELINE

### November (Grade 11)
- Grade 11s introduced to EE during TOK classes early November
- Students speak with subject teachers about EEs in that subject area
- Students complete form with top 2 choices and explain why, and include topics of interest within the subject - students know first choice may not happen
- Email sent to parents by Ms. Bauld about the EE process

### December
- **Subject Form due Dec 9th** - Students placed into subjects the following week
- Students talk with subject teachers about possible topics before winter break
- Students read & understand documentation re. general and subject-specific expectations; material also shared with supervisors
- Students look (again) at exemplars and read subject reports on Blackboard
- Students read about possible topic ideas and discuss with family over the winter break

### January
- **Topics due Wednesday, January 10th**
- Students assigned supervisor based on topic
- **1st Check in** - Preliminary discussion of topic with supervisor
- Students begin to use the RRS as a planning and recording tool
- Student info sessions: academic honesty, researching, note-taking, citing/referencing
- Topics areas declared – research is planned and begins
- Before exams, students email home with supervisors copied about their chosen topic  Provide specific goals/timelines to parents so expectations are clear for the next few months (use this timeline to guide you)

### February
**After exams:**
- Question development/refinement
- Research, research, research & make **notes**, make **notes**, make **notes**
- Begin working bibliography (locate and document resources that you will use)
- **1st mandatory reflection session** - Student responsible for meeting with supervisor
- **Science** - plan experiments and required data collection Order experimental equipment now
- **Geography, Economics** – plan data collection (e.g. surveys, mapping, etc.)
# March

## Early March:
- Question refinement and final approval of research question
- Preliminary experimental data collection (if applicable)
- **2\textsuperscript{nd} Check in** - Share with supervisor research findings so far - notes
- Continue research and working bibliography

## Late March:
- Finalize/complete research
- Begin experiments, data collection (Science, geography, economics)
- **2\textsuperscript{nd} mandatory reflection session** - Scheduled by student in advance - Approx. 30 min
- Begin writing draft of essay / analyzing experimental data (if applicable)

# April

- Draft writing / Analysis of experimental data
- Students reminded to stay in touch with supervisor
- **Outline of essay - bullet points - approved by supervisor by end of month**

# May

- Draft writing
- Challenge Week May 4 - 8th
- **3\textsuperscript{rd} Check in** - Submit final draft of essay to supervisor for feedback **Monday, May 11th**
- Two hard copies to Ms. Bauld; one electronic copy submitted to Safe Assign

# June (first week)

- Students meet with supervisor to talk about draft
  - Go into summer knowing how to improve the draft
  - Possible fail or D papers can be addressed over the summer

# September (Grade 12)

- **3\textsuperscript{rd} mandatory reflection session (viva voce)** - Scheduled by student in advance - Approx. 30 min
- **Final Copy due Monday, September 21st, 2020**
REFLECTIONS

Reflecting on the development and completion of the extended essay will involve students in three aspects of reflection:

➔ on the process,

➔ the essay itself, and

➔ the student as learner.

These three reflective elements are all interconnected and support each other. They connect explicitly with the aim of the IB learner profile to develop reflective students who:

**Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.**

**Reflections on Planning and Progress forms for the extended essay**

The form should be completed by the candidate during the course and completion of their EE. This document records your progress and the nature of your discussions with your supervisor.

You should aim to see your supervisor **at least three times**,

➔ at the start of the process to discuss your initial ideas,

➔ then once you have completed a significant amount of your research and

➔ Finally once your completed EE has been submitted. This final meeting will be in the form of a viva voce.

➔ In completing this form think about some of the challenges you faced, how you overcame them and What you learnt from the process.

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

➔ The form will feature a selection of guiding questions that will help the candidate focus on the process of reflection, and help ensure that they prepare for the meetings with their supervisor.
REFLECTIONS

These questions are split into sections of

➔ initial ideas, (1)
➔ interim reflection and (2)
➔ final reflection (3)

Initial ideas:

➔ How have you gone about deciding on what to research?
➔ For example, you can talk about topic, method, approach, audience.

Interim reflection:

➔ Where are you now in the research process?
➔ What have you achieved so far and how did you manage this?
➔ What challenges have you faced and what strategies have you used to overcome these? What changes need to be made in order to complete this research?
➔ What have you learnt that might affect the way you continue?

The first reflection should be completed when the student has undertaken some initial re-search, decided on a primary source and begun to refine the research question. Use the following guiding questions to help direct your thoughts. Not all of these questions will apply. Your reflection should be 300-400 words in length.

Reflection prompts:

Looking backward - what have you done so far?

➔ What research have you completed so far for your extended essay?
➔ What have you learned about your topic?
What primary source have you found to underpin your essay? What makes it an appropriate primary source?

How are you keeping track of the information? Have you started compiling your bibliography?

What method of note taking are you using? How effective is it?

What obstacles have you encountered and how have you addressed these?

Looking forward - where do you want to go and how will you get there?

What do you need to do next in the process?

What reading have you done and how much more do you need to do?

Submit the research reflection to ManageBac - titled Planning and Progress Form - in February.

REFLECTIONS OF PLANNING AND PROGRESS FORM
INTERIM REFLECTION

The interim reflection should be completed when the student is a considerable way through the process, for instance when one or more of these conditions apply:

- most of the research has been completed
- an outline of the essay has been produced some sections of the essay have been written

Use the following guiding questions to help direct your thoughts. Not all of these questions will apply. Your reflection should be 300-400 words in length.
Reflection prompts - interim

Looking backward - where am I now?

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

Submit the research reflection in the Researcher’s Reflection Space and in the RRPF in late March.
REFLECTIONS OF PLANNING AND PROGRESS FORM

FINAL REFLECTION

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

Submit the final reflection to your supervisor in early October 2017

Preparation for the final reflection session (viva voce)

Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.

Students should bring the following to this session:

- extracts from their RRS that illustrate how they have grown as learners through the process of reflection
- a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.

TIP

It is important to note that students must not be allowed to make any changes to their extended essay after this meeting. Once they have submitted the essay as final to their supervisor, it is the supervisor’s responsibility to ensure that changes are not made. This is particularly important for schools who allow candidate upload of the essay.

Final reflection addresses:

- To what extent were your initial ideas realized?
- Were your original plans/ideas realistic and appropriate?
The following steps are offered as guidance: Please check them off as you go :)  

1. Initial reflection takes place.

2. Student is given a fixed time period in which to complete their first reflection comment. This time period should be short in order to automatically reflect the discussion that has taken place.

3. Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.

4. Interim reflection session takes place.

5. Student is given a fixed time period in which to complete their second reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.

6. Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.

7. Student submits to the supervisor the completed, final version of their extended essay, ready for submission to the IB. Once this is done, the essay is no longer available to the students and no changes are permitted. The supervisor is responsible for ensuring that no changes are made after that point.

8. The supervisor reads the essay and then arranges for the final reflection session, the viva voce, to take place. If there is a worry that the essay is a fail, please alert Ms. Bauld.

9. The viva voce takes place.

10. Students complete their RPPF by adding their final summative comments, sign and date the form before passing it to their supervisor.

11. The EE Coordinator uploads the form on behalf of the student into the e-coursework system and includes the supervisors summative comment.

12. The EE Coordinator uploads the essay and the RPPF to the IB for assessment as one portfolio.
CHECKLIST FOR EE DRAFT

Carefully read through your draft of your EE
Identify:

➔ Your thesis statement

➔ Your topic sentences

➔ Textual evidence from primary and secondary sources

➔ Now reread your essay and complete the checklist

<table>
<thead>
<tr>
<th>CRITERIA FOR ASSESSMENT</th>
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<th>SOMEWHAT</th>
<th>NO</th>
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<td>Proofread for spelling, punctuation, grammar</td>
<td></td>
<td></td>
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<tr>
<td>and syntax?</td>
<td></td>
<td></td>
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<tr>
<td>Eliminated unnecessary words and phrases,</td>
<td></td>
<td></td>
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<tr>
<td>cliches and generalizations?</td>
<td></td>
<td></td>
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<tr>
<td>Vocabulary appropriate for an academic essay?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Citations

<table>
<thead>
<tr>
<th>In-text citations?</th>
<th>Does essay show that you know and understand the primary and secondary sources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything you do not know out of your own head should be cited/referenced. Most teachers ask for APA – but not all. Check!</td>
<td></td>
</tr>
<tr>
<td>Every citation MUST appear in the Bibliography. Everything in the bibliography MUST appear in a citation.</td>
<td></td>
</tr>
<tr>
<td>Label the Bibliography (not References, not Citations, not Books Consulted) and ensure that it is on a separate page ...not added on below the Conclusion</td>
<td></td>
</tr>
<tr>
<td>If you have an Appendix/Appendices, then these should be numbered (Appendix 1, Appendix 2...), and they must be referred to in the body of the essay (see Appendix 1). Do not make the classic mistake and forget to (a) reference the material in the Appendix and (b) include that reference/citation in the Bibliography (Examiners do not have to read the appendix)</td>
<td></td>
</tr>
<tr>
<td>Tables, charts, pictures, graphs, in the body of your essay, must be labeled (Fig.1, Table 1 ..and what it is) and then referred to in the essay...as can be seen in Fig 1...</td>
<td></td>
</tr>
</tbody>
</table>

### Research Question

| Use EXACTLY the same words each time you write down the RQ...on the cover sheet, on the title page, in the Introduction... Do NOT paraphrase it or switch around the words so it sounds nice. BOLD the RQ in your Introduction. | |
| The RQ needs to be tightly focused, answerable within 4,000 words, and not phrased in a way which you can answer with a Yes or a No. Are you making an argument? | |

### Introduction

| Your RQ must be clearly stated in the Introduction – preferably in the first paragraph and in BOLD – as early as possible | |
| The Introduction must contain the SIGNIFICANCE of this investigation. Why is it important that this question be asked (and answered) and this research be undertaken.... | |
The Introduction must show the context within which your research/investigation is set...what is the literary/historical/economic/scientific CONTEXT of your essay?

### Conclusion

**ANSWER the RQ!!!** Look back at the words of the RQ on the title page and make sure you have clearly responded to what it asked in one or two sentences.

Your conclusion must arise from what you have written. Do not come to a conclusion which has no link of any type to the previous 4,000 words.

You should include some questions which remain unanswered, or avenues of research which could now be undertaken.

**LABEL it as CONCLUSION**

### Organization

Is your essay structured in a logical, coherent manner?

Do you write in complete sentences?

Do you link ideas from sentence to sentence?
CHECKLIST FOR FINAL PRESENTATION OF EE

Use the following checklist to proofread your extended essay before submitting the final draft for assessment. Don’t forget to look back at draft checklist results.

By this stage, your focus should be on technical accuracy and presentation rather than the content of the essay.

Look particularly to ensure that your citations are correct and that you meet the demands of each assessment criteria so that you do not throw away any easy points.

<table>
<thead>
<tr>
<th>CRITERIA FOR FINAL ASSESSMENT</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title page with all required info</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word count</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Table of Contents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates sections of the essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes page numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies RQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places RQ in context of existing knowledge on the topic</td>
<td></td>
<td></td>
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<tr>
<td>Explains why topic is significant and worthy of study</td>
<td></td>
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<tr>
<td>Provides narrow, focussed thesis statement that shows the arguments to come in the essay</td>
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<tr>
<td><strong>Main Body</strong></td>
<td></td>
<td></td>
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<tr>
<td>Is divided into sections that build an argument</td>
<td></td>
<td></td>
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<tr>
<td>Each paragraph introduces a supporting point to prove the thesis in the form of a topic sentence (an opinion)</td>
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<tr>
<td>Points are substantiated with textual evidence from the primary and secondary sources</td>
<td></td>
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<tr>
<td>Quotations are short and embedded seamlessly into your essay</td>
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</tbody>
</table>
The evidence is explained and analyzed
Material is relevant to the argument presented
The essay shows knowledge & understanding of the topic chosen

<table>
<thead>
<tr>
<th><strong>Conclusion</strong></th>
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</thead>
<tbody>
<tr>
<td>Is relevant to the RQ</td>
</tr>
<tr>
<td>Is consistent with the evidence you presented</td>
</tr>
<tr>
<td>Includes unresolved questions related to the essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Use of Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Register is appropriate for a formal academic essay</td>
</tr>
<tr>
<td>Vocabulary is appropriate for academic essay</td>
</tr>
<tr>
<td>Technically accurate - spelling, punctuation, grammar</td>
</tr>
<tr>
<td>Unnecessary words, phrases, cliches, and generalizations have been eliminated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In-Text Citations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All sources are cited</td>
</tr>
<tr>
<td>Citation format is consistent</td>
</tr>
</tbody>
</table>
Assessment grade descriptors for the extended essay

The extended essay is externally assessed, and as such, supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors are what will be used by senior examiners to set the boundaries for the extended essay in May 2018, and so schools are advised to use them in the same way.

<table>
<thead>
<tr>
<th>Grade A</th>
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<tbody>
<tr>
<td>Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Grade B</th>
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<tbody>
<tr>
<td>Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</td>
</tr>
</tbody>
</table>
Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

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

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

Grade E (failing condition)

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

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

WHAT PEOPLE SEE
SUCCESS!

WHAT PEOPLE DON'T SEE
Dedication
Hard work
Good habits
Disappointment
Sacrifice
Failure
Persistence

FAIL

@silviaduckworth