



东北师范大学附属中学
HIGH SCHOOL ATTACHED TO
NORTHEAST NORMAL UNIVERSITY



IB Diploma

Extended Essay Guide

(for May 2018 examinations onwards)

AN EXEMPLAR IB EXTENDED ESSAY TITLE

Is a car made of Stone Age materials and powered by dinosaurs a viable alternative to the modern car?



Main article word count: 3999

INTRODUCTION TO THE EXTENDED ESSAY	
What is an Extended Essay?	3
Why do an Extended Essay?	3
What can I write my Extended Essay on?	3
How much time will the Extended Essay take?	3
What is it worth?	4
Who or what is your Supervisor?	4
What is the role of the Supervisor?	5
How are Supervisors allocated?	6
What are the steps to completing a successful essay	7
IB DIPLOMA EXTENDED ESSAY TIMELINE	
IB Diploma Extended Essay timeline	7
Managing and monitoring of progress	8
ASSESSMENT	
How will it be marked?	9
Assessment Criteria	9
Reflection in the Extended Essay	15
Advice for students	15
ORGANISING THE ESSAY	
Style and structure	17
Organization of your essay	17
Presentation of the essay	19
Word count	19
ACADEMIC HONESTY	
HSANNU Academic Honesty Policy	20
Reflection on planning and progress	20
BIBLIOGRAPHY, REFERENCES & CITATIONS IN YOUR ESSAY	
Overview	20
Bibliography	20
References	21
Citations	21
Appendices, footnotes and endnotes	21
HSANNU adopted citation and referencing system	21
FURTHER INFORMATION	
Reflections of an Extended Essay Examiner	22
HSANNU Extended Essay Checklist	23
Contract for supervision	26

INTRODUCTION

WHAT IS AN EXTENDED ESSAY?

- The Extended Essay is defined as an in-depth ‘college level’ study normally limited to one mainstream subject area. Its purpose is to provide students with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research; on the communication of ideas and information in a logical and coherent manner; and on the overall presentation of the Extended Essay in compliance with these guidelines.
- The main body of the Extended Essay must be no longer than 4000 words.

WHY DO AN EXTENDED ESSAY?

- The Extended Essay is a Core requirement of the IB Diploma. You will receive an attainment grade for your essay in the end of Year IB 2 report and your school transcript.
- Universities rate highly the skills and independence that students develop from completing a high quality Extended Essay.
- The capabilities developed and demonstrated in the Extended Essay are valuable vocational tools and recognised as such by employers.
- It is an opportunity for student-centred study – a chance for you to delve further into a topic that interests you.
- It could and should be reflected on during your university application process and provides an excellent opportunity for discussion during interviews.

WHAT CAN I WRITE MY EXTENDED ESSAY ON?

The essay should ideally be in a subject in which you have a detailed interest. This is probably in a subject you study at Higher Level and are likely to pursue further at college/university. The essay should be written in English (except where stated) in one of the following subject areas:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Chinese Literature* | <input checked="" type="checkbox"/> English B | |
| <input checked="" type="checkbox"/> Biology | <input checked="" type="checkbox"/> Chemistry | <input checked="" type="checkbox"/> Physics |
| <input checked="" type="checkbox"/> Business Management | <input checked="" type="checkbox"/> Economics | <input checked="" type="checkbox"/> Geography |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Visual Arts | |
| <input checked="" type="checkbox"/> <i>another subject area provided a suitable teacher can be found to be your supervisor</i> | | |

In addition a trans-disciplinary Extended Essay on World Studies is permitted.

* *written in Mandarin*

HOW MUCH TIME WILL THE EXTENDED ESSAY TAKE?

The IB Extended Essay Guide states “A good research question ... is answerable within 40 hours”. This should provide a good framework for your planning.

WHAT IS IT WORTH?

- The Extended Essay combined with the Theory of Knowledge essay contributes a maximum of 3 points out of the total 45 points in your IB Diploma.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

- The Extended Essay will be included in your school report and End of Year IB 2 transcript. These are often requested by Universities or employers as part of your application or with references.

WHO OR WHAT IS YOUR SUPERVISOR?

- Although the essay is your own work you will have regular meetings with a member of staff with expertise in the subject area chosen by you. The supervisor will advise you throughout the essay writing process. You will have to discuss your research question with a potential supervisor and if they are happy that you have a sensible research question they will agree to be your supervisor.

WHAT IS THE ROLE OF THE SUPERVISOR?

The Extended Essay supervisor has four principal responsibilities:

- to encourage and support the candidate throughout the research and writing of the Extended Essay
- to provide the candidate with advice and guidance in the skills of undertaking research
- to ensure that the Extended Essay is the candidate's own work
- to complete the supervisor's report

The supervisor should help candidates understand the relative importance of the Extended Essay in the overall context of the diploma. It is recommended that candidates spend about 40 hours in total on the Extended Essay. Since candidates will be faced with many other commitments during the Diploma Programme, the demands of the Extended Essay may appear daunting at times. An important role of the supervisor is to offer encouragement, support and reassurance during the preparation and writing of the Extended Essay.

The amount of time spent by the supervisor with each candidate will vary depending on the circumstances, but will usually be between three and five hours in total. To help candidates organize the time they spend on the Extended Essay, schools are encouraged to set internal deadlines for important stages in writing the Extended Essay. A schedule of stages will permit supervisors to maintain close contact with the candidates and may include: selecting the subject; deciding on the topic; formulating the research question; completing the research; drafting a rough copy; and submitting the final version.

The supervisor must ensure that the candidate is thoroughly conversant with all the pertinent information in this guide. The supervisor must provide advice and guidance appropriate to the particular requirements of the candidate, including assistance with:

- defining a suitable topic
- formulating a precise research question
- access to appropriate resources (such as people, a library, a laboratory)
- techniques of gathering and analysing information/evidence/data
- documentation methods for acknowledging sources
- writing an abstract.

While the supervisor is encouraged to discuss the choice of topic and research question with the candidate, the candidate must be allowed to decide on the topic and the research question and develop his/her own ideas. The supervisor must ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality and human rights, and animal welfare and environmental issues. Further information about such issues is given in the relevant subject guidelines.

The supervisor is encouraged to read and comment on the first draft of the Extended Essay, but is not permitted to edit this draft for the candidate. It is the candidate's responsibility to correct mistakes and verify the accuracy of the contents of the Extended Essay.

The supervisor will conduct a Viva Voce (concluding interview) with the student.

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 supervisor is responsible for ensuring that a completed Extended Essay cover accompanies the final version of the Extended Essay. If the Extended Essay cover is not signed by either the candidate or the supervisor, the essay will not be accepted for assessment and may be returned to the school. The supervisor must complete the supervisor's report on the inside of the cover and submit the Extended Essay in its cover to the IB coordinator.

The supervisor is responsible for ensuring that the Extended Essay is the candidate's own work, by monitoring the progress of the essay. In addition, the supervisor should read the final version of the Extended Essay. If the supervisor suspects that malpractice, such as plagiarism, has occurred, he/she must write a full report outlining the reasons for suspicion. The supervisor should present this report to the IB coordinator who will then follow the appropriate procedures.

It may be necessary for the candidate to consult an external resource person during the research. This is permissible but it is the responsibility of the candidate's Extended Essay supervisor within the school to complete all the formalities described above.

HOW ARE SUPERVISORS ALLOCATED?

You will complete your personal details on the form '*Contract for Supervision of the Extended Essay*' along with details of the subject area and brief outline of the topic area you are considering. This form should then be returned to the Extended Essay Coordinator by the deadline given. Do NOT add any further details at this stage. They will need to be approved by the Extended Essay Supervisor.

Supervisors will be allocated on a 'first come first served' basis. They will then meet with you. Provided you are able to demonstrate that you have considered your proposal clearly and started to develop a research question and a plan they will agree to be your supervisor and discuss your proposal and assist you with framing and developing an essay title/research question. Whilst we endeavour to meet the requests of students, since no member of staff should have to supervise more than **five** Extended Essays, students who have not completed the required paperwork by the deadline will have a supervisor allocated to them which will also determine the area of study for the Extended Essay.

WHAT ARE THE STEPS TO COMPLETING A SUCCESSFUL EXTENDED ESSAY?

- ✓ You should consult with your Extended Essay Supervisor at each stage.
- ✓ Refer frequently to this guide, particularly checking your work against the Assessment Criteria.
- ✓ Your supervisor will not choose your topic or research question, correct or edit your drafts or check your calculations. They may give general advice such as suggest approaches or sources for you to consider, but the decision to accept or reject this advice is YOURS. The essay is for YOU to plan design and write. Your supervisor is not responsible for its shortcomings or its success!
- ✓ If you are careless about citing works or other material that you have used or consulted your essay may be rejected for plagiarism. Do not take this risk. Avoiding plagiarism, whether intentional or otherwise, is your responsibility.
- ✓ Planning your essay is very important. Spread the work across the allocated time and do not leave things to the last minute.
- ✓ An Extended Essay cannot be done successfully by just sticking your head in a text book. You must research and read well beyond the basic requirements to pass your subject exams.

IB DIPLOMA EXTENDED ESSAY TIMELINE

To support you in completing the Extended Essay, we will provide a comprehensive training programme which aims to consider:

- What is the Extended Essay?
- Why write an Extended Essay?
- What is research and how is it undertaken?
- How do I write an academic essay (including Academic Honesty issues)?

These sessions will be provided at timely points during the process. A separate schedule will be issued each year at the commencement of the process. Failure to meet deadlines could result in marking penalties for your report and transcript grades.

The school has incorporated additional regular time into the school timetable for Extended Essay during the 'Core' periods (flexible time for CAS/TOK/EE). This will need to be supplemented by some additional time out of school hours.

Based on the timeline given below, students will need to commit very little additional of their own study time to complete the essay if they use the allocated time efficiently. It is anticipated that students will need to commit an additional 10 to 20 hours of their own study time to complete the essay given the expectation that the Extended Essay is 'the result of approximately 40 hours of work by the student' as is stated in the IB EE guide.

The Timeline shown below is expected to be a guide for activities that have to take place in accordance to weeks from the beginning of the academic year, from IB1 to IB2. The day and date are based on the IB class of 2018 calendar dates. It is expected that the week number shall provide the main guideline for an activity. The day and date within the specific week shall vary from year to year and shall be set by the IB coordinator in consultation with senior management and staff.

CLASS OF 2018 ONWARDS IB DIPLOMA EXTENDED ESSAY TIMELINE

During IB1

Week	Date	Event / Action	By whom
27- 29	Tuesday 4 th April-	An introduction to the Extended Essay & EE training Planning, preparation and finalising of Research Question & Research EE subject request form issued ('first come, first served').	Coordinators & Centre Principal
28	Monday 10 th April	Teachers introduce the EE in their own subject areas	
29	DEADLINE 1 Weds 19 th April	Return of EE subject request form to IBDP Coordinator EE supervisor allocated by IBDP Coordinator to staff	Students & Coordinator
30 - 38	Tuesday 25 th April	Students meet with EE advisors to develop research question, plan methodology and do research (Tutorial periods and other 'free' time) One double period per week (from 'Core' lessons) allocated to EE work	Students & Supervisor
35	DEADLINE 2 Weds 17 th May	Research Question finalised EE contract completed and signed (passed by EE supervisor to Coordinator) First reflection on EE/RPPF completed & uploaded to ManageBac	Students & supervisors
Local exam week	Monday 26 th June <i>School closed for provincial exams.</i>	EE week: Students are expected to carry out their research. School labs available on Saturday 24th June. Students will continue the writing process (approx. 20 hours work)	Students Supervisors
Last week of semester	DEADLINE 3 Sunday 2 nd July	Students upload ongoing developmental work to ManageBac. (Plans, introduction, methodology, research, start of main body etc.)	Students
Summer holiday	July & August	Catch-up days for students who are behind. Students continue their essay during the vacation.	Students

During IB 2 {week beginning / dates t.b.c. with new calendar and timetable}

Week	Date (w/b)	Event / Action	By whom
1- 16	28 th August-	One double period per week (from 'Core' lessons) allocated to EE work During 'Core' lesson: Students continue writing their first draft	Students
2 - 3	Early September	Progress meeting with supervisor	Students & Supervisors
5	DEADLINE 4 Monday 25 th Sept.	Submission of <u>completed</u> first draft to ManageBac (This is essentially a completed essay).	Students
7- 8	9 th October	Supervisor meetings with students to provide general feedback on the first draft.	Supervisors
12	15 th November	Second reflection on EE/RPPF completed & uploaded to ManageBac	Students & Supervisors
14	FINAL DEADLINE Friday 1 st Dec	Students submit their completed essay via ManageBac.	Students
17	Thurs. 21 st Dec.	Supervisors carry out viva voce Final reflection on EE/RPPF completed & uploaded to ManageBac	Supervisors
19	Tuesday 9 nd Jan.	Supervisors submit assessed EE marks on ManageBac	Supervisors

Note: This plan may be amended as deemed suitable by the IBDP Coordinator, particularly with respect to closure of classes for dedicated Extended Essay time.

Students who fall behind the schedule will be required to attend additional 'catch-up' sessions during the weekend.

MANAGEMENT AND MONITORING OF PROGRESS

You should remain in regular contact with your supervisor. The Extended Essay will be managed and monitored through face to face meetings with your supervisor and via ManageBac. This is a means of supporting you, the student, through the preparation and completion of the Extended Essay by requiring you to follow a specific set of deadlines. **It also helps show that the final essay is your work** (see Academic Honesty section on p17).

It is also a means of monitoring you to help us manage the process. As a result you will need to check ManageBac and communicate with your supervisor.

ASSESSMENT

HOW WILL THE EXTENDED ESSAY BE MARKED?

Your supervisor will mark a copy of your final essay using the IB criteria (drafts are not formally assessed). This grade will be recorded on your school reports and transcripts. **Up to 5 marks may be deducted for failure to meet deadlines.** For ease of reference, we will report this on a 1 to 7 scale in line with the IB subjects. Students taking the IB Diploma will also have their essays marked by an external examiner based on the same criteria. Through this the IBO is able to moderate standards and as a result you may receive a different grade for your actual IB Diploma.

Your essay will be graded based on a scale of 1 to 34. The grade boundaries are as follows:

IB EE Band Descriptors	EE Grade Boundaries	HSANNU Report Grade Boundaries	
A (Excellent)	Yet to be published for the new EE assessment criteria	7	
B (Good)		6	5
C (Satisfactory)		4	3
D (Mediocre)		2	
E (Elementary)		1	

ASSESSMENT CRITERIA

This section provides an overview of what each criterion assesses in the Extended Essay. Further advice on interpreting the assessment criteria in relation to specific subjects can be obtained from your supervisor.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Criterion A: Focus and method

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

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none">• Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none">• The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.• The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none">• The source(s) and/or method(s) to be used are limited in range given the topic and research question.• There is limited evidence that their selection was informed.
3-4	<p>The topic is communicated.</p> <ul style="list-style-type: none">• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none">• The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none">• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.• There is some evidence that their selection(s) was informed. <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>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none">• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none">• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none">• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.• There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

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

Criterion C: Critical thinking

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

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> • There is limited analysis. • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. • The construction of an argument is unclear and/or incoherent in structure hindering understanding. • Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. • There is an attempt to evaluate the research, but this is superficial. <p><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>The research is adequate.</p> <ul style="list-style-type: none"> • Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> • There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. • Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> • An argument explains the research but the reasoning contains inconsistencies. • The argument may lack clarity and coherence but this does not significantly hinder understanding. • Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. • The research has been evaluated but not critically.
7-9	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. • This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical.
10-12	<p>The research is excellent.</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. • Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. • This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. • The research has been critically evaluated.

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> • The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. • Some layout considerations may be missing or applied incorrectly. • Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.

3-4	<p>Presentation is good.</p> <ul style="list-style-type: none"> • The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. • Layout considerations are present and applied correctly. • The structure and layout support the reading, understanding and evaluation of the extended essay.
-----	--

Criterion E: Engagement

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

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Engagement is limited.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are mostly descriptive. • These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3-4	<p>Engagement is good.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. • These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
5-6	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

REFLECTION IN THE EXTENDED ESSAY:

- Reflection in the extended essay focuses on the student’s progress during the planning, research and writing process. It is intended to help students with the development of their extended essay as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
- The emphasis in the extended essay is on **process** reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.
- Students will be encouraged to informally reflect throughout the experience of researching and writing the extended essay, but are required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections on planning and progress form.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the [Reflections on planning and progress form](#) and is explicitly assessed under assessment criterion E (engagement).

ADVICE FOR STUDENTS

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

Criterion A: Method and Focus

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?

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.

- 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?

Criterion 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?

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.

- 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?

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 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?

ORGANISING THE ESSAY

STYLE AND STRUCTURE

Your document will be submitted electronically via ManageBac. This must be as a single Microsoft Word document (.doc or .docx) or as a pdf (.pdf) file.

ORGANIZING YOUR ESSAY

You must follow the HSANNU Guide to Academic Writing guidelines.

Time will be spent with you looking through the material in this document. The style adopted by HSANNU is summarised through the template below. You also need to see the checklist on pages 22 – 25. The referencing system adopted by HSANNU is Harvard. You are required by us to follow this.

The subject of your essay a define the structure, but a typical essay may include the following:

Title page, Contents page, Introduction, Body/methods/results, Conclusion, Bibliography, Appendices (optional)

Each section should start on a separate page and contain the details listed below (these are summarised in the HSANNU Extended Essay Checklist on pages 22 & 23).

Title Page

This contains simply the Research Question and the main article word count.

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.

Introduction

The introduction should include:

- an indication of why the topic chosen is interesting, important or worthy of study
- some background information and an attempt to place the topic in an appropriate context
- a clearly and precisely stated research question
- a clear concluding statement of the thesis and argument, i.e. the response to the research question that will subsequently be developed in the body of the essay.

Body/Development

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

Conclusion

The requirements of the conclusion are that it:

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

Bibliography

You should indicate any sources that you have used in your essay. This should include text books, magazines and web sites.

PRESENTATION OF THE ESSAY

You must follow the criteria set out in the HSANNU Guide to Academic Writing. You will have the principles of this document explained to you.

WORD COUNT

The essay must not exceed 4,000 words of narrative. Graphs, figures, calculations, diagrams, formulas and equations are not included in the word count. For experiments where numerical results are calculated from data obtained by changing one of the variables, it is generally good practice to show one example of the calculation. The remainder can be displayed in tabular or graphical form. For essays written in Mandarin the IB allows 4,800 characters.

ACADEMIC HONESTY

HSANNU ACADEMIC HONESTY POLICY

The IB requires that candidates sign a declaration that the work is their own. Supervisors are required to authenticate the work of candidates. The Centre will follow its Academic Honesty Policy. This will include the use of online plagiarism checking through *Turnitin*. All students have a copy of this policy which has been issued separately and signed by students and parents.

Candidates hold full responsibility for the authenticity of their work.

REFLECTIONS ON PLANNING AND PROGRESS FORM (EE/RPPF)

For candidates graduating from May 2018, the completion of this additional form is obligatory. Your supervisor will require you to submit reflections on this form on 3 occasions during the EE writing process. This form will be the basis for assessment of Criteria E: Engagement.

BIBLIOGRAPHIES, REFERENCES AND CITATIONS IN YOUR ESSAY

You will be marked, in part, on the quality of the research you have done. Therefore you need to be able to show what research you have done, that it is of an appropriate quality for your essay and has contributed to all parts of your essay. Bibliographies, references and citations are ways of achieving this. The purpose of including them is so that anyone reading your essay knows two things. Firstly, that you have carried out appropriate research and then used that information in your work. Secondly, that anyone can check that you have used the information accurately (in other words you have not made things up).

BIBLIOGRAPHY

A bibliography is an alphabetical list of every source used to research and write the essay. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize. 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.

REFERENCES

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 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.

CITATIONS

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 which 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.

HSANNU ADOPTED CITATION & REFERENCING SYSTEM

There are a number of different documentation styles available for use when writing research papers; many are appropriate in some academic disciplines but not others. For consistency we have adopted a single style of referencing system at HSANNU. This is laid out in detail in Section B of the HSANNU Guide to Academic Writing. In summary, the referencing system adopted by HSANNU is Harvard. You are required by us to follow this. Additionally, templates for documents have been set up for you to use.

REFLECTIONS OF AN EXTENDED ESSAY EXAMINER

By: Hugh Robertson

The success of an Extended Essay is shaped largely during the preparatory stages. Major weaknesses, such as broad topics, lack of focus, and vague research questions, can be traced directly to the research phase. The iceberg analogy illustrates clearly the importance of the analysis/research/experimentation that underpins the completed essay.

Since the initial work is so crucial, consider following the steps outlined below as you prepare your Extended Essay.

- ✓ Select a subject in which you have an interest, preferably one of your diploma subjects.
- ✓ Read the subject guideline in The Extended Essay that is relevant to your subject.
- ✓ Meet your supervisor to discuss your choice of subject and to map out a schedule.
- ✓ Draw up a list of research topics that interest you.
- ✓ Discuss the topics with your supervisor and then decide on one.
- ✓ Read about your topic and narrow it to a number of challenging issues or problems.
- ✓ Select one issue or problem as the focus for your essay.
- ✓ Formulate a precise and challenging research question or a hypothesis.
- ✓ Undertake your analysis/research/experimentation using primary and secondary sources.
- ✓ Shape the structure of your answer by creating a series of detailed outlines.
- ✓ Rough out the complete essay from title page to bibliography.
- ✓ Revise and edit the rough draft carefully.
- ✓ Re-read the assessment criteria to ensure that your draft addresses all of them.
- ✓ Remember that an Extended Essay has a central thesis, argument or point of view.

Once you have revised and edited your rough draft you are ready to assemble the final copy. The one-tenth of the iceberg above water represents your completed Extended Essay. Since one-tenth of the overall project counts for 100% of the mark, package it with painstaking care. Use the following list of common weaknesses as a checklist when you assemble your essay.

Title Provide a concise title that clearly indicates the focus of the essay. You do not have to use your research question or hypothesis as your title.

Table of contents The contents page outlines the main sections with corresponding page numbers. It also indicates the structure of the essay.

Introduction The introduction is an important component of an Extended Essay. The research question or purpose of the essay should be clearly spelled out and the thesis or argument should be succinctly stated.

Body and development This is the longest and most important section. Its sole function is the development and substantiation of the thesis or argument. Eliminate all irrelevant descriptive, narrative, biographical and anecdotal details.

Conclusion Remember that last impressions are lasting impressions. The conclusion pulls the essay together and sums up the major points that shaped the thesis.

Quotations Use quotations judiciously and integrate them smoothly into the text of the essay. They are frequently used to excess and parachuted into the essay as space fillers.

Structure Organization enhances the clarity of your thesis. Plan the structure of your essay carefully and ensure that your paragraphs reflect your plan.

Style Write your essay in a style that is clear and smooth and in a tone that is formal and scholarly. Precise, articulate expression has persuasive power.

Subheadings/chapters Longer essays in certain subjects, like the sciences, might require section headings. However, headings can fragment the flow of the argument. Effective paragraphing will often eliminate the need for subheadings and chapters.

Documentation Whether you are citing a quotation, an idea, an illustration or Internet information, you **must** document the source. Ensure that you use a major documentation style that is pertinent to the subject from which you topic is drawn.

Length The most successful essays are in the 3,000 – 3,500 word range. Prune and cut your rough draft as you revise and edit so that your final copy is a crisp, clear, and cogent piece of writing. Remember that words should be weighed, not counted.

Formal presentation Proofread your essay meticulously from the title page to bibliography. Use computer technology to enhance the layout. An error-free and attractively laid out essay will have a positive impact on the examiner.

Appendix All material placed in the appendix must be directly relevant to your thesis. This material must be cross-referenced to the development of the thesis.

Technology The computer is simply a tool and its effectiveness as a tool is determined by how you use it. Evaluate and filter Internet information with caution. Mindlessly downloading data and pasting it into essay format does not constitute critical thinking and may be plagiarism.

HSANNU EXTENDED ESSAY CHECKLIST

In addition to all the advice given in this guide, this checklist provides a simple set of requirements which will help you maximize your score.

- A copy is to be completed by you and **submitted to your supervisor with your complete first draft.**
- There is no excuse for any section not to have a tick!

Remember: Your documents should contain no personal information (name, candidate #, school name). Only the filename may have identifying information. ManageBac and IBIS will associate any uploaded files with you automatically.

The HSANNU Guide to Academic Writing clearly identifies the required style for documents (see p11-16) and you should ensure that your essay complies with these requirements, specifically.

Page margins are all set to 1 inch/2.54 cm	
Pages are numbered (in the centre of the footer)	
Font is CALIBRI size 12	
All bodies of text DOUBLE SPACED	
References follow Harvard format	

The essay contains the following sections which rigorously follows this order (with each part starting on a separate page and clearly titled):

Title page	
Table of contents	
Introduction	
Main body of essay (including methods and results)	
Conclusion	
Bibliography	
Appendices (optional)	

The Title page shows:

Essay title (research question)	
No personal information should be shown on the document	
Subject	
Date of submission	
Main article word count (must not exceed 4000)	

The contents page has:

Page numbers for the sections listed	
All titles and subtitles that are detailed	
Is more in-depth than just: Intro/Part 1/Part 2/Conclusion/Bibliography	

The Introduction:

Is titled 'INTRODUCTION' at the top	
Has the research question	
Explains why the topic is worthy research	
The structure of the essay	
Background information/context	
At least 1 reference/resource used	
The methodology used (<i>optional</i>) or could be on its own.	

The main body of the essay:

Has page numbers	
All images/graphs/figures have a clear legend or title	
The essay is in 12 font	
The essay is spaced out at least 1.5 or 2	
References are used throughout	
Images are good quality / colour if necessary	
Text is justified, not aligned left	
Headers and footers (if any) are in a very small size font	
General presentation is clear and tidy	
The ideas being developed are evaluated	

The conclusion:

Is on a separate page at the end	
Is titled 'CONCLUSION' at the top	
Restates the essay question	
Reaches a clear conclusion following evidence and analysis	
Limitations of the essay are stated	
Recommendations mentioned	

The bibliography:

It is on a separate page after the conclusion	
Is titled either 'BIBLIOGRAPHY', 'REFERENCES' or 'WORKS CITED' at the top	
All resources are separated by a space	
Is in alphabetical order	
Has a minimum of 5 references	

Remember that your work must comply with the school Academic Honesty Policy (i.e. be your own work and avoid plagiarism – whether deliberate or otherwise - by using appropriate citations and referencing). All final drafts will be submitted to checks for plagiarisms and there will be no opportunity to make further amendments based on the results of this check.

You should make use of the 'Grammarly' online resource (www.grammarly.com) to support your writing.

Your first complete draft and final essay will be uploaded to ManageBac as a single document in Microsoft word (.doc or .docx) or Adobe pdf (.pdf). Additionally, you will have to submit your Extended Essay to the IBO by uploading it to IBIS through your personal login account.

Signed:

Student's name:

CONTRACT FOR SUPERVISION OF THE EXTENDED ESSAY

I _____ (*Western name & Chinese name in pinyin*), propose to write an Extended Essay in _____ (*name of subject area*), on the topic of _____
_____ (*brief outline of topic area*), under the supervision of _____ (*name of teacher*).

My proposed Essay Title/Research Question is: _____

- I have been given access to and advised to read the latest version of the general guidelines regarding the Extended Essay as well as the guidelines specific to the subject of essay.
- I agree to abide by the deadlines specified in the HSANNU Extended Essay Guide.
- I understand and will abide by the centre policy on Academic Honesty, and shall scrupulously cite all references and sources of ideas, quotations, data, diagrams, illustrations and other information which I use in my Extended Essay. I also agree that I will be solely responsible for any breaches of academic integrity in the writing of my essay.
- I fully understand that my supervisor's responsibilities will be
- To encourage and support my efforts
 - To provide advice of a subject specific nature
 - To provide guidance in developing my research skills necessary in the subject area of the essay.
 - To ensure that the essay is my own work.
 - To complete the progress report and supervisor's report.
- I also fully understand that my supervisor's responsibilities do NOT extend to
- Getting me started/telling me what to do
 - Giving me a research question to work on
 - Giving me the resource material
 - Editing and proof-reading my work
 - Checking calculations or correcting errors
 - Guaranteeing success

I understand that my supervisor in conjunction with the IBDP Coordinator can declare this agreement void if I significantly breach these conditions. I understand that I may not receive my IB Diploma if

- **my Extended Essay is not submitted by the deadline**
- **I am unable to satisfy my supervisor of the authenticity of my Extended Essay**
- **my Extended Essay does not reach a high enough standard (i.e. receives an E grade 'Elementary')**

Signature of student

___ / ___ / ___

Date (dd/mm/yy)

Signature of supervisor

___ / ___ / ___

Date (dd/mm/yy)