

INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME



EE HANDBOOK
2016-18

EXTENDED ESSAY

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

Sanskar Mission Statement

Sanskar School aims to:

- Equip its pupil with a critical and global outlook which will make them committed citizens of the world.
- Recognize and channelize the potential of the pupil and develop thinking, communication, social, scientific and inter-personal skills.
- Foster cognitive, affective and psycho-motor development and enable the pupil to make connections with the acquired knowledge in his/her everyday life.

What is an extended essay?

An extended essay is a 4000 word study of a focused topic chosen from the IBDP subjects. It is compulsory to write the extended essay to receive the Diploma.

Extended essay check list and calendar for 2016– 2018

Given below are the deadlines to help you complete your assignment. The ones shown in bold letters are mandatory and must be adhered to:

I. Starting the Essay

1	Attended the presentations on how to write the extended essay.	----- April
2	Started collecting material from the library and other sources.	----- April
3	Filled the Manager BAC form and have chosen the 3 subjects as 3 preferences for the extended essay.	----- April
4	Received the name of the Supervisor.	----- April
5	Started collecting ideas from various sources.	----- April
6	Drafted the title, selected the topic to research under the guidance of my supervisor	----- May

II. The Title

1	Carried out research on resources, collected working bibliography.	----- June
2	Discussed the title and research question with the supervisor to ensure adequate progress.	----- June
3	Drafted the rough structure of the essay.	----- June
4	Read and understood the Academic Honesty Policy and guidelines on Manager BAC and the MLA guide.	----- August

III. Summer Work

1	Spent _____ hours and completed the first draft.	_____ September
2	Edited according to the assessment criteria to meet the IBO demands.	_____ October.
3	Re-checked the word limit and grammar spellings etc.	_____ October
4	Uploaded the drafted copy to manage BAC system and submitted a copy to the IBPP office.	_____ November

IV. Final Draft

1	Have ensured that the essay meets the standards set out in the IBO guidelines.	___ November
2	Submitted the essay and uploaded to manage BAC.	_____ December

How should the extended essay be written?

The word limit must not exceed 4000 words and should be between 3500-4000 words only. It must be duly titled and have a page for table of contents and Bibliography. The IB is not rigid about any form and hence the student has the liberty to present it in a manner that reflects his/her best effort. It is expected that the EE is well presented, formatted and documented. The standard MLA guidelines specified by the IB must be met.

External Grading is done on the following criteria:

A = Work of an excellent standard.

B = Work of a good standard.

C = Work of a satisfactory standard.

D = Work of a mediocre standard.

E = Work of a poor standard.

Topics -The extended essay topic must be derived from an IB recognized subject listed below:

Group-1	Group-2	Group-3	Group-4	Group-5	Group-6
1)English Literature and language A1 (Is literature based essay and has to be done in student's mother tongue)	1)Hindi 2)French A2 or B (For students who have opted for foreign language. These are not usually literature based essays.)	1)Business and Management 2)ITGS 3)Psychology 4)Economics	1)Biology 2)Physics 3)Chemistry	1)Mathematics	1)Visual Arts

The final draft should include- Title page, abstract, introduction, body, references, bibliography and appendices. The documentation may be done in any acceptable style/form.

Responsibilities of the student

- a) The student is expected to choose a topic that fits into one of the subjects approved by the IB.
- b) He/she is required to abide by the regulations specified religiously.
- c) He /she must meet deadlines without fail.
- d) He/she is expected to abide by the Academic Honesty Policy and ensure that all sources of information and ideas are acknowledged.
- f) He/she is required to plan how, when, where to find all required materials for research.
- g) He/she is expected to plan a schedule for research and written work.

Things to do:

- a) Read the assessment criteria very carefully.
- b) Take help of previous essays to identify strengths and short comings.
- c) Jot down all possible research questions and work on them.
- d) Prepare the lay out for the essay.

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

- a) Adhere to deadlines.
- b) Work amicably with the Supervisor.
- c) Prepare arguments that relate to the research question.
- d) Seek the guidance and help of the Librarian.
- e) Record all sources.
- f) Keep a topic ready just in case some problem is identified with the original.
- g) Ensure that appropriate language is used.
- h) Ensure that the work reflects interest and enthusiasm.

After completing the essay, students should:

- a) Avoid a research question that is too broad, vague, narrow or difficult.
- b) Avoid a research question that requires to be answered in more than 4000 words.
- c) Avoid a topic which does not support enough evidence.

Things not to do:

- a) Do not forget to analyse the research question.
- b) Do not ignore the assessment criteria.
- c) Do not collect material that is irrelevant.
- d) Do not use the internet uncritically.
- e) Do not plagiarise.
- f) Do not repeat the introduction in the conclusion.
- g) Do not cite sources that are not used.
- h) Do not choose a subject that is not being studied as a part of the IBDP.

Writing the extended essay

The required elements of the final work to be submitted are listed here. More details about each element are given in the “Formal presentation of the extended essay” section.

Formal presentation of the extended essay

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

The length of the extended essay

The upper limit is 4,000 words for all extended essays. Examiners are not required.

Title

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

Abstract

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last.

The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are for it to state clearly:

- The research question being investigated.
- The scope of the investigation.
- The conclusion(s) of the extended essay.

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

Contents page

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

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate.

The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

Bibliographies, references and citations

An extended essay must reflect intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and referencing. Producing accurate citations, referencing and a bibliography is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves and it shows the student's understanding of the importance of the sources used.

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

What is a bibliography?

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgement. The bibliography should list only those sources cited.

There are a number of different documentation styles available for use when writing research papers; most are appropriate in some academic disciplines but not others.

The supervisor should help the student decide on a style for the particular subject of the essay. It is important to remember that, whatever style is chosen, it must be applied consistently. When choosing the documentation style, the student needs to have a clear understanding of how it is to be used before embarking on the research task.

The documentation style should be applied in both the final draft of the essay and in the initial research stages of taking notes.

This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

Major documentation styles

The following are examples of acceptable documentation styles.

- American Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago/Turabian
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA)
- Numbered references

The use of other media and materials

Apart from graphic material, materials in other media may be submitted only as supporting appendices and should not detract from the written content of the extended essay.

Computers

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

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

CDs, DVDs and audio-visual materials

The model for the extended essay is a paper in an academic journal. Hence, materials such as these should not normally be included. They are liable to be lost or damaged and the examiner will probably not have time to look at them.

Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must **not** be submitted. Photographic evidence may be submitted in place of such material.

The viva voce (concluding interview)

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

The viva voce serves the following purposes:

- A check on plagiarism and malpractice in general.
- An opportunity to reflect on successes and difficulties in the research process.
- An opportunity to reflect on what has been learned.
- An aid to be supervisor's report.

The viva voce should last between 10 to 15 minutes. This is included in the recommended amount of time the supervisor should spend with the student.

Assessment

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

See the following "Award of diploma points" section for further details.

The band descriptors are:

- A-- Work of an **excellent** standard
- B-- Work of a **Good** standard
- C-- Work of a **satisfactory** standard
- D-- Work of a **mediocre** standard
- E-- Work of an **elementary** standard

Award of diploma points

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

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

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

Role of the EE supervisor.

- Supervise the work while the student is assembling his / her EE.
- Ensure that the student is doing his / her own work.
- Submits a report of the EE to the external grades and provides the IB organisation a predicted grade.
- Verifies the EE as the students own work.
- Helps in narrowing down the topic and framing the research question.
- Can only comment upon but not edit a complete draft once.
- Directs you to sources that will assist the student carry out his / herEE.

Assessment criteria

This section provides an overview of what each criterion assesses in the extended essay.

	0	1	2	3	4
Research Question	Work not started or does not lend to systematic investigation.	Work started but not precisely. Does not comply with word limit focused.	Complies with word limit. Clear and precise script		
Approach to the Research Question (includes collection of information)	Totally inappropriate	Inappropriate	Appropriate Well chosen	Well chosen and totally appropriate	

Analysis and Interpretation (includes use of information)	Did not attempt	made some attempt	carried out but not correctly	well analysed and interpreted	Competent and very well interpreted, shows understanding
Argument Evaluation	No relevance in argument	Very limited attempt	Incomplete research	Competent argument	Convincing argument, organised and clearly expressed

A: Research Question

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

Achievement level Descriptor

0 -- The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.

1--The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.

2--The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.

B: Introduction

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

Achievement level Descriptor

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

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

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

C: Introduction

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

Achievement level Descriptor

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

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

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

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

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

D: knowledge and understanding of the topic studied

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

Achievement level Descriptor

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

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

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

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

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

E: Reasoned argument

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

Achievement level Descriptor

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

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

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

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

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

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

Achievement level Descriptor

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

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

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

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

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

G: use of language appropriate to the subject

Achievement level Descriptor

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

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

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

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

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

H: Conclusion

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

Achievement level Descriptor

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

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

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

I: Formal presentation

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

Achievement level Descriptor

- 0--The formal presentation is unacceptable, or the essay exceeds 4000 words.
- 1-- The formal presentation is poor.
- 2-- The formal presentation is satisfactory.
- 3-- The formal presentation is good.
- 4-- The formal presentation is excellent.

J: Abstract

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

Achievement level Descriptor

- 0--The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing.
- 1--The abstract contains the elements listed above but they are not all clearly stated.
- 2--The abstract clearly states all the elements listed above.

K: Holistic judgment

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

Achievement level Descriptor

- 0-- The essay shows no evidence of such qualities.
- 1-- The essay shows little evidence of such qualities.
- 2-- The essay shows some evidence of such qualities.
- 3-- The essay shows clear evidence of such qualities.
- 4--The essay shows considerable evidence of such qualities.

Supervisor will provide subject specific guidance for the assessment criteria.

References

- Extended essay Guide first examination 2013* by International Baccalaureate Organization 2007, published March 2007.
- Program Standards and Practices* by International Baccalaureate Organization 2009, published January 2014.
- Handbook of procedures for the diploma programme 2015* by International Baccalaureate Organization 2009.