



**PODAR ORT
INTERNATIONAL SCHOOL**

IBDP Extended Essay Handbook

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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 intercultural 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 lifelong learners who understand that other people, with their differences, can also be right.

PORTIS Mission Statement

Acknowledgement

The PORTIS Extended Essay handbook has been adapted, and largely abridged from the new Extended Essay Guide, 2016 while putting forth the PORTIS Extended Essay Procedures and Practices.

The link of The New Extended Essay 2016 website is rich with resources and guidance and it is from here that the material has been taken is given below:

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/index.html?doc=d_0_eeyvy_gui_1602_1_e&CFID=1636935&CFTOKEN=49551739&jsessionid=bc3095bf965b77c127bd4d7b15795327d2b7

Teachers and students are advised to access this website of the New Extended Essay Guide 2016

Introduction and overview of the core components of the diploma

“Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.”

¹Extended essay, First examinations 2016, Diploma Program Guide

The core of the Diploma Programme

These three elements of the core: Extended Essay, TOK and CAS complement each other, working together to achieve the following common aims:

- to support, and be supported by, the academic disciplines
- to foster international-mindedness
- to develop self-awareness and a sense of identity.

The extended essay offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects, and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.

Learner Profile Attribute	Connection to Extended Essay
Inquirers	Through research, students demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.
Knowledgeable	Students acquire in-depth knowledge of their topic through exploration of current literature and/or research.
Thinkers	Students make reasoned analysis of their research topic and apply critical thinking skills in a creative way.
Communicators	Students effectively express ideas and information in an academic way.
Principled	Students exercise academic honesty in all aspects of their work, showing respect for the ideas and work of others, and caring for the welfare of subjects studied and for the environment.
Open-minded	As researchers, students will seek out and express an appropriately wide range of points of view.
Caring	By clearly demonstrating the relevance of their topic, students exhibit their personal commitment to making a difference in the lives of others.
Risk-takers	Students explore new areas or novel situations and courageously defend their positions.
Balanced	Students' understanding of the importance of intellectual development is reinforced by the research process.
Reflective	Students draw conclusions on their topic demonstrating thoughtful consideration and they have the opportunity to assess their strengths and weaknesses.

Approaches to learning

Thinking skills and the extended essay

In the extended essay thinking skills play a key role, especially in terms of providing students with the opportunity to demonstrate a deeper understanding of a very specific area of research. Critical thinking and reflection skills have a central role. The extended essay requires students to engage with their

research in an analytical and evaluative way. Further to this, the skill of reflection, particularly in relation to the process of conducting research, is highly valued. The mandatory reflection sessions and engagement assessment criterion place a high value on the benefits structured reflection can have on a student's learning and progress.

Through the Researcher's reflection space students are encouraged to reflect using a variety of different techniques, including written reflections, video diaries, blogs or Mind Maps, for example.

Communication skills and the extended essay

During their supervision and reflection session's students will develop their ability to communicate their research ideas, progress, challenges and rationale, both orally and in terms of summative reflections on their Reflections on planning and progress form.

In developing their Researcher's reflection space students can use a range of different communication techniques to record their thoughts, ideas, progress, timelines and arguments.

Social skills and the extended essay

There are strong links between social skills and the affective skills associated with self-management, which is an important part of the extended essay experience. This is especially true given that students are managing a substantial task, not only in terms of workload and timelines, but also in terms of intellectual challenge. Developing a good working relationship with their supervisor is an important part of students' skills development in this area.

Self-management skills and the extended essay

As a substantial independent task, students undertaking an extended essay will need to identify and develop the necessary self-management skills to be successful. The benefits of the development of these skills are recognized when students' progress to university and the workplace, and are expected to be able to manage their workloads and competing priorities.

Research skills and the extended essay

Students are able to engage in a wide variety of research depending on their choice of research topic and subject area. All students are required to undertake a literature review which demonstrates their knowledge and understanding in context, and this requires them to be able to make informed choices about the relevancy, reliability and validity of secondary source material. Additionally, they must choose research methods and techniques appropriate and relevant to the research question posed and the subject for which they are submitting their essay. Furthermore, students must also ensure that they are aware of any IB policy related to ethical practice when undertaking research.

Given that students are required to treat sources of information critically it is important that as part of their general research skills training, they develop technology literacy, which refers to the ability to access and use technology responsibly.

Another important research skill that is developed and demonstrated in the extended essay is academic honesty. Students should grasp the fundamental values, become conversant with the technical aspects, and be supported by learning strategies to help them develop consistent and *effective citing and referencing* skills, for example.

Academic honesty

The Diploma Programme prides itself on promoting high standards of academic honesty.

- Academic honesty in the Diploma Programme is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.
- All coursework—including work submitted for assessment—must be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.
- For further information on academic honesty in the IB and the Diploma Programme, please consult the IB publications:
 - I. Academic honesty in the IB educational context
 - II. Effective citing and referencing
 - III. Diploma Programme: From principles into practice
 - IV. General regulations: Diploma Programme.

Acknowledging the ideas or work of another person

The following criteria must be applied.

- Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized.
- When writing, students must clearly distinguish (in the body of the text) between their words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate citation that denotes an entry in the bibliography.
- Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged.
- Students must be advised that any audio-visual material, text, graphs, images and/or data that is crucial to their work and that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used
- Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes:
 - I. name of author
 - II. date of publication
 - III. title of source
 - IV. page numbers as applicable
 - V. date of access (electronic sources).

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is 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.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the *Handbook of procedures for the Diploma Programme* for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

Aims and assessment objectives

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- Reflect on what has been learned throughout the research and writing process.

Assessment objectives

In working on the extended essay, students are expected to achieve the following assessment objectives.	
Knowledge and understanding	<ul style="list-style-type: none"> • To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of subject specific terminology and/or concepts. • To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none"> • To select and apply research that is relevant and appropriate to the research question.

	<ul style="list-style-type: none"> To analyse the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none"> To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. To be able to critically evaluate the arguments presented in the essay. To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none"> To be able to present information in an appropriate academic format. To understand and demonstrate academic integrity.

Overview of the assessment criteria for the extended essay

Overview 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

Total marks available: 34

Criterion A: Focus and method

<p>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.</p>	<p>DESCRIPTOR</p>
<p>LEVEL 0</p>	<p>The work does not reach a standard outlined by the descriptors below.</p>
<p>1-2</p>	<p>The topic is communicated unclearly and incompletely. 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> <p>The research question is stated but not clearly expressed or too broad.</p> <p>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.</p> <p>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. 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.
<p>3-4</p>	<p>The topic is communicated. Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. 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.

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 descriptions below:
1-2	<p>Knowledge and understanding is limited.</p> <p>The selection of source material has limited relevance and is only partially appropriate to the research question.</p> <p>Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</p> <p>Use of terminology and concepts is unclear and limited.</p> <p>Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</p>
3-4	<p>Knowledge and understanding is good.</p> <p>The selection of source material is mostly relevant and appropriate to the research question.</p> <p>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> <p>Use of terminology and concepts is adequate.</p> <p>The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</p> <p>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.</p>
5-6	<p>Knowledge and understanding is excellent.</p> <p>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. Use of terminology and concepts is good.</p> <p>The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective application</p>

Criterion C: Critical thinking

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

LEVEL	DESCRIPTOR
0	The work does not reach a standard outlined by
1-3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its applications not clearly relevant to the RQ. • Analysis is limited. • There is limited analysis. <p>Where there are conclusions of individual points of analysis these are limited and not consistent with then evidence. 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 here 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>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.</p>
4-6	<ul style="list-style-type: none"> • Here search is adequate. 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.

7-9

The research is good.

The majority of the research is appropriate and its application is clearly relevant to the research question.

Analysis is good.

The research is analyzed 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.

Discussion/evaluation is good.

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

The research is excellent.

The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. The research is analyzed effectively and clearly focused on the research

Question; the inclusion of less relevant. Research does not significantly detract from the quality of the overall analysis.

Conclusions to individual points of analysis are effectively supported by the evidence. Discussion/evaluation is excellent 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. This 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
1-2	<p>Presentation is acceptable.</p> <p>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.</p> <p>Some layout considerations maybe missing or applied incorrectly.</p> <p>Weaknesses in the structure and/or layout do not significantly impact the</p>
	Reading, understanding or evaluation of the extended essay.
3-4	<p>Presentation is good.</p> <p>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.</p> <p>Layout considerations are present and applied correctly.</p> <p>The structure and layout support the reading, understanding and evaluation of the extended essay.</p>

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	Engagement is limited. 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	Engagement is good. 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	Engagement is excellent.

Unpacking the criterion - advice for students

Reference to the student's capacity to considerations 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

Criterion	Unpacking the criterion - advice for students
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.
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.
C: critical thinking	This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.
D: formal presentation	This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aides effective communication.
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 <i>'Reflections on Planning and Progress'</i> form.

Reflection in the extended essay

Student reflection in the extended essay is a critical evaluation of the decision-making process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

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).

Researcher's reflection space

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. For those students who have completed the Middle Years Programme, the researcher's reflection space (RRS) can be compared to the process journal. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

The nature of the RRS

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. It supports learning, thinking, critical analysis and evaluation, and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students are able to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the Diploma Programme
- create Mind Maps
- record emerging questions.

The role of the RRS

Created by students to support their engagement in the planning and decision-making process, helps to develop critical and evaluative thinking skills, to scaffold the development of approaches to learning skills and conceptual understandings that occur throughout the research process, tracks the evolution of thought and help the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS. Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and *Reflections on planning and progress form*. Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

The student-supervisor relationship

Reflection Session	Description
The first reflection session	<p>Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues.</p> <p>In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
The interim reflection session	<p>As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor.</p> <p>At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, setbacks encountered and the strategies used to overcome them.</p>
The final reflection session— <i>viva voce</i>	<p>During the <i>viva voce</i>, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</p>

Distinguishing between a supervision session and a reflection session

Check-in sessions

Students are encouraged to meet with their supervisor in between (and in addition to) the formal reflection sessions. Supervision time should meet the needs of the individual student; therefore, the frequency and duration of these meetings will depend on the needs of the student and the supervisor's requirements. Supervision time may consist of an occasional 10-minute check-in to discuss a timeline or clarification of a comment made by the supervisor. It may also include a more lengthy discussion about particular issues, for example, regarding access to resources. These supervision sessions do not form part of the formal reflection process and do not, therefore, need to be reported on the *Reflections on planning and progress form*. However, they nevertheless form an important part of the supervision process.

Formal reflection sessions

These are the mandatory sessions that must be recorded on the *Reflections on planning and progress form*. It is recommended that these sessions last 20–30 minutes. During these sessions students should share excerpts from their Researcher's reflection space with their supervisor. These sessions should focus on progress made so far and set clear objectives for moving forward in the research process. Students should be prepared for these sessions and the meetings should be a dialogue guided by questions posed by the supervisor. Examples of these are given in the document guiding student reflection.

Supporting the mandatory reflection sessions

There are three mandatory reflection sessions that are a formal part of the extended essay and should be recorded on the Reflections on planning and progress form. Following each session, students are required to complete the relevant comment section on the form and submit it to their supervisor. The supervisor must then sign and date the form and after the final reflection session, the viva voce, add their own comment. For more information on the protocols for completing and submitting the Reflections on planning and progress form please refer to the section "Protocols on completing and submitting the Reflections on planning and progress form".

Following the completion of all three sessions, the form will be submitted to the International Baccalaureate along with the completed extended essay. An incomplete form will impact the 11 examiner's ability to apply assessment criterion E (engagement) and will result in the student receiving a lower mark for this criterion.

Preparation for the first reflection session

As preparation for their first reflection session, students should do the following.

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the subject-specific section of the *extended essay guide* for the subject they are interested in, paying particular attention to the nature of the subject and the treatment of the topic.

4. Undertake further background reading and begin to gather information around their area of interest. This exploration should give rise to a variety of topics and questions that students can consider for further research. At this stage it is important that students consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in their Researcher's reflection space.

5. Begin developing a research proposal which might include a MindMap® of ideas, an annotated article or preliminary bibliography. Additionally, students must already be thinking in terms of the following questions.

- Is my topic appropriate for the subject I am considering?
- Why am I interested in this area and why is it important?
- What possible questions have emerged from my initial reading?
- Are there any ethical issues that I need to consider?
- What possible methods or approaches might be used for research in this area and why?

It is recommended at this point that the student-supervisor relationship is formalized and the student can consider himself or herself prepared for the first formal reflection session.

First formal reflection session

This initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their work. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student's working research question
- An outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

Preparation for the interim reflection session

Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.

In preparation for the interim reflection session, students should have:

- attempted to refine a focused and appropriate research question
- significantly deepened their research and recorded pertinent evidence, information or data in the Researcher's reflection space
- reviewed and consolidated the methodologies they are using

- formulated arguments based on the evidence that they have collected
- Added to the working bibliography for their research.

The interim reflection session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:

- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

Accommodating a change of direction

Students who find that they need to change direction in their research or adjust the formulation of their research question should demonstrate the thinking that led them to these decisions in their second reflection on the Reflections on planning and progress form. They must not go back and adjust their initial reflections, as the purpose of the form is to demonstrate the evolution of their thinking in the research process.

Commenting on a draft version of the extended essay

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission. It is therefore vital that the level of support given is appropriate—too little support and the ability of the student to meet their potential is compromised; too much help and it will not be the work of an independent learner. Prior to the final submission the EE should be handed over to the supervisor to enable the supervisor to add comments followed by one on one discussion

General feedback with the Check list to be given for improvement of the EE by the supervisor.

What the supervisors are not expected to do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.
- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed.
- proofread the essay for errors
- Correct bibliographies or citations

Submission of Final EE requirements

The next version of the essay that the supervisor sees must be the final one. It is important that students are advised to ensure that it meets all formatting and submission requirements before they upload it.

Preparation for the final reflection session (viva voce)

Supervisors must have already read the final version of the essay, available to them on the e-coursework system, 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.

Final reflection session (viva voce)

The *viva voce* is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. Students who do not attend the *viva voce* will be disadvantaged under criterion E (engagement) as the *Reflections on planning and progress form* will be incomplete.

The *viva voce* is conducted once the student has uploaded the final version of their extended essay to the IB for assessment. At this point in the process no further changes can be made to the essay. The *viva voce* is a celebration of the completion of the essay and a reflection on what the student has learned from the process.

The viva voce is:

- An opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student's learning experience.
- an opportunity for the supervisor to confirm the authenticity of the student's ideas and sources
- an opportunity to reflect on successes and difficulties encountered in the research process
- An aid to the supervisor's comments on the *Reflections on planning and progress form*.

The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.

In conducting the *viva voce* and writing their comments on the *Reflections on planning and progress form*, supervisors should bear in mind the following.

- The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student's comments; and the supervisor's overall impression of the student's engagement with the research process.
- An incomplete form resulting from supervisors not holding reflection sessions, or students not attending them, could lead to criterion E (engagement) being compromised.
- In assessing criterion E (engagement), examiners will take into account any information given on the form about unusual intellectual inventiveness. This is especially the case if the student is able to demonstrate what has been learned as a result of this process or the skills developed.
- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the *viva voce* and comment on this on the *Reflections on planning and progress form*.
- If there appear to be major shortcomings in citations or referencing, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes the student may be guilty of plagiarism or some other form of academic misconduct.
- The comment made by the supervisor should not attempt to do the examiner's job. It should refer to things, largely process-related, that may not be obvious in the essay itself.
- Unless there are particular problems, the *viva voce* should begin and end positively.
- Completion of a major piece of work such as the extended essay is a great achievement for students.

Tip

Following this final session, the student is required to complete the last student comment section of the *Reflections on planning and progress form*, sign and date it and submit it to their supervisor, who must then add their own comments, sign and date the form. The supervisor must then upload the form into the e-coursework system, confirm the authenticity of both the form and essay, and submit them to the IB for assessment as one portfolio. Please refer to the section "Protocols for completing and submitting the *Reflections on planning and progress form*" for more information.

Failure to complete or sign the Reflections on planning and progress form may result in:

- a delay in a grade being issued for the extended essay
- criterion E being compromised; in other words, the examiner may not be able to apply criterion E due to missing or lacking information
- The essay being referred as a possible case of academic misconduct as a result of not being authenticated.

Authenticating student work

All extended essays submitted to the IB for assessment must be authenticated by the student and supervisor, and must not include any known instances of suspected or confirmed academic misconduct. All students and supervisors must confirm the authenticity of the work submitted when uploading work to the e-coursework system. Once a student has uploaded the final version of their extended essay to the e-coursework system for assessment, and confirmed the authenticity of it, it is submitted via the system to their supervisor.

The *Reflections on planning and progress form* is given to the supervisor by the student, signed and dated, and it is the responsibility of the supervisor to upload this to the e-coursework system, add their comment and authenticate it before submitting it to the IB with the already uploaded essay as one portfolio. Further guidance on this is given in the section “Protocols for completing and submitting the *Reflections on planning and progress form*”.

When authenticity is in doubt, the supervisor should first discuss this with the student. In addition, one or more of the following actions may be helpful:

- compare the style of writing with work known to be that of the student
- compare the final submission with the first draft of the written work
- check the references cited by the student and the original sources
- interview the student in the presence of a third party
- Use one of the many websites set up to prevent plagiarism.

The same piece of work cannot be submitted to meet the requirements of both the extended essay and a subject-specific assessment component.

For further guidance on this issue and the procedures for confirming authenticity please refer to the General regulations: Diploma Programme, as well as the Handbook of procedures for the Diploma Programme.

Failure to complete or sign the *Reflections on planning and progress form* may result in:

- a delay in a grade being issued for the extended essay
- criterion E (engagement) being compromised; in other words, the examiner may not be able to apply criterion E due to missing or insufficient information
- The essay being referred as a possible case of academic misconduct as a result of not being authenticated.

An important note:

Once students have written their reflection and this has been signed and dated by their supervisor they must not make changes to these comments. Examiners want to see the progression of ideas through the three reflection comments and if students make amendments at a later stage of the process this will undermine the authenticity of their experiences and affect the way in which examiners apply criterion E.

Assessment of the extended essay

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.

Responsibilities of the school

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to students with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity within the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes* .

The Extended Essay at PORTIS



EE Subjects and topics

A student can choose to write an EE in any of the subjects offered in the IB diploma at Singapore International School and but preferably should write it in subject one is taking at HL or even SL.

The subjects available are:

Group 1: Language A: English

Group 2: Language B: Hindi

Group 3: Individuals & societies: Economics, History, Business Management, Global Politics

Group 4: Sciences: Chemistry, Physics, Biology, Environmental systems & Societies and Computer Sciences

Group 5: Mathematics

Group 6: Visual Arts, Music

NB: Students are advised to choose extended essay subject from the list of their HL subjects (preferably) but they are free to choose from their SL subjects as well. On the whole students are free to choose to do extended essay in any subject offered in the school curriculum as per the IB DP regulations.

...as well as World studies, an interdisciplinary topic combining 2 or more subjects from the IB and exploring one of the following global themes:

- Language, culture and identity - Science, technology and society - Equality and inequality - Conflict, peace and security - Economic and/or environmental sustainability - Health and development

For more information, see pages 175-183 in the IB's Extended Essay Guide.

A student cannot write an EE in:

- Self-taught languages
- Ab Initio languages
- Theory of Knowledge
- Subjects not taught at PORTIS

Supervision of Extended Essay

- The EE Supervisors are drawn from subject teachers at PORTIS. If there is need for external mentor then IB process due stated in the handbook will be followed
- Each supervisor on the normal circumstances will have five students to guide in the subject.
- The selection of the supervisor will be productive of the school which would take into consideration the student choice of the supervisor while keeping the overall picture of EE administration.

Introductory process of EE

Support of the student in Extended Essay process at PORTIS

1. Responsibilities of the Student at PORTIS

The student is expected to:

- choose a topic that fits into one of the subjects on the IB approved extended essay list and offered at PORTIS
- observe the regulations relating to the IB extended essay, meet internal PORTIS EE deadlines as stipulated in the PORTIS EE Handbook
- Acknowledge all sources of information and ideas sourced as stated in the PORTIS Academic honesty policy.
- Students will take responsibility of the planning, data collection, processing the information and presenting it as per the regulations in the EE PORTIS handbook.
- To register with QUESTIA, ManageBac and use the other approved online sources responsibly in gathering information
- Enrol and make full use of the ManageBac in documentation of the EE reflections and interaction with the Supervisor.
- check and proofread the final version carefully and ensure it has been put through turnitin to check against plagiarism before final submission of the Essay
- Work closely with appointed supervisor at PORTIS in the whole process of the EE and make use of Enrichment lessons for EE research

2. Responsibility of the Librarian at PORTIS

- The librarian is expected to guide students and teachers in PORTIS in good academic writing by promoting values and virtues of academic honesty in their research through presentations and activities during regular enrichment and PD sessions with students and teachers respectively.
- To teach the students research skills appropriate for their EE process during the students' enrichment sessions
- Train students in researching from approved search engines and register the school has registered for i.e Questia and destiny online data bases
- Help in writing and updating the academic honesty policy
- Help procure relevant research and reference materials for the PORTIS library to be used by both teachers and students.
- Guide students at PORTIS on the process of accessing reference materials when needed.
- Guide the PORTIS students of good referencing using MLA referencing system
- Help Procure any reference materials PORTIS students may require from other libraries including the British council library and American Library

3. The responsibility of the EE supervisor at PORTIS

- **Read and be familiar with the EE GUIDE OF 2016** available on OCC where access is available through PORTIS log in details
- spends between three and five hours with each student he/she is supervising at PORTIS, including the time spent on the 3 reflections, this includes the time made available on PORTIS school schedule
- ensures that the chosen research question is appropriate for the subject the student has opted for and liaises with the DDPC and DPC throughout the EE process
- advises students on:
 - access to appropriate resources (such as people, PORTIS library, a laboratory)
 - techniques of information-/evidence-/data-gathering and analysis
- Meet students for reflections and give prompt feedback as per the PORTIS academic policy
- Proper documentation of sources of information and is familiar with MLA referencing system
- Conducts FINAL Interviews with the student before completing the supervisor's report.
- Good academic writing and keeping within the stipulated PORTIS internal deadlines.
- Ensure the student's EE is authentic by taking it through Turnitin using the PORTIS log in details

It is the responsibility students need to ensure that they understand the expectations of the task and manage their time and workload effectively. The following suggestions are given as guidance to help with the process.

Students are **strongly** recommended to:

- develop a Researcher's reflection space as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay

- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- Record sources as their research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write

Extended Essay Workshops - Step 1:

- Prior to beginning the EE the general criteria would be explained with activities around the process.
- A series of presentations would be made by Head Librarian and DPC which would encompass building of research skills familiarization with Turnitin.
- The logins of Turnitin is mandatory for all to have for its access.
- Academic Honesty focused presentations and activities would be conducted.
- To reiterate the PORTIS and the IB Academic Honesty Policy and its implications

Filling up form for the choice of subject - Step 2:

- Fill up subject selection form indicating two choices of subjects in order of preferences.
- The form needs to be submitted at the DPC office

Finalization of subject area and choice of supervisor – Step 3:

After the processing the form and due consultation with HOD, Teachers, DPC students would be assigned preferable their choices of subjects with further consultations with parents. The supervisors would be assigned keeping in mind the number of EE they hold and balancing it off with preferred choice of the student if administratively that can be done.

Subject specific EE Presentations – Step 4:

The first meeting with supervisor would be about subject specific EE criterion. The students would be registered in ManageBac with their supervisors. At the stage again criterion specific understanding will be focused. ManageBac is PORTIS official Research and Reflection Space (RRS) Through which the process of EE supervision would be documented by the DDPC and DPC. The link to the EE resources will be available in ManageBac too.

The first Check in sessions of EE starts – Step 5:

The deadlines given will be followed thereafter thus beginning the formal process of EE. **Note:** The check in sessions now will as per the EE process have the three mandatory reflections interwoven leading the EE to its final submission.

General Guidance of the extended essay process

1

Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).

2

Read the following materials: the assessment criteria, relevant subject-specific chapter of the *Extended essay guide*, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.

3

Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.

4

Choose a topic and undertake some background reading on it.

5

Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.

6

Draw up an outline plan for the research and writing process. This should include a timeline.

7

Begin to identify how and where they will gather source material for their research.

8

Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.

9

Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.

10

Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.

11

Undertake some preparatory reading in light of the proposed research question. *If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*

12

Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.*

Key Milestones of Extended Essay Supervision Process at PORTIS:

March - Introduction to Extended essay by the coordinator to teacher (would be supervisors) and students

- Introduction of:
- Required Three Reflection Sessions
- World Studies Extended Essay
- Expectations for individual check-in meeting with EE supervisor.
- Role of supervisors, students, coordinator, school in the EE process.
- Good academic writing and academic honesty

March - Subject specific EE Presentations done by subject teachers in their subjects in one of their lessons, the PPT of the presentation copied to the IB DPC

- To help students decide which IB subject to choose for the Extended essay
- Educate yourself by reading the IB documents below (all available on Managebac) and EE Guide for first assessment 2018.
- IB Assessment Criteria for the EE
- Relevant EE Subject Guide(s), including World Studies
- IB's ethical guidelines related to academic honesty, citing and referencing, and (if applicable to your subject and topic) research and fieldwork, and use of animals policy from IB

April - EE Subject choice forms issued to students where they are required to choose two subjects in order of their preferences to help facilitate the allocation of supervisors. This is because each supervisor is restricted to a maximum of five extended essays to supervise.

- EE Subject choice forms filled and returned to the Coordinator
- Presentation by Principal (PD) to teachers on new changes in supervision of EE
- EE Supervisors allocation done by the DP coordinator, EE coordinator and UD head.

April - Students informed of EE supervisors

April - First check in meeting with EE Supervisors to decide on EE Topic

- Be prepared to answer these questions:
- Have you chosen an IB subject area of research, or do you know the two subjects you would choose for a World Studies Extended Essay?
- What IB subject area do you see this research fitting into?
- What sparked your interest in this subject area?
- What background reading have you done so far?
- How are you planning on organizing your research, notes, ideas, etc. so that you'll be able to access them when you're ready to write?
- Do you have a provisional research question that will fit in with your chosen subject?
- What are the next steps in conducting your research?

General Reflection Process

1

Initial reflection session 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 authentically 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 if the school allows candidate uploads.

8

The supervisor reads the essay and then arranges for the final reflection session, the *viva voce*, to take place.

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 supervisor uploads the form on behalf of the student into the e-coursework system and adds their summative comment.

12

The supervisor then submits both the mandatory items—the essay and the RPPF—to the IB for assessment as one portfolio.

May - FIRST REFLECTION SESSION WITH SUPERVISOR (to be documented in the reflection form)

- As preparation for the initial reflection session, students should do the following:
- Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
- Using this as a starting point, explore a variety of possible research topics.
- Read the subject-specific section of the extended essay guide for the subject they are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
- Undertake further background reading and begin to gather information around their area of interest. This exploration should give rise to a variety of topics and questions that students can consider for further research.
- At this stage it is important that students consider the availability of reliable and valid sources for the topic under consideration.
- All of this should be recorded in their Researcher's reflection space which is in ManageBac.
- Begin developing a research proposal which might include a Mind Map of ideas, an annotated article or preliminary bibliography. Additionally, students must already be thinking in terms of the following questions:
 - Is my topic appropriate for the subject I am considering?
 - Why am I interested in this area and why is it important?
 - What possible questions have emerged from my initial reading?
 - Are there any ethical issues that I need to consider?
 - What possible methods or approaches might be used for research in this area and why?

May - First reflection (150-175 words) due to the supervisor via email and the same Uploaded on Managebac. (To be documented in the reflection form)

Use this time to prepare for your next check-in with your supervisor before you break for the summer holiday by:

- Doing background reading on your topic
- Formulating a preliminary research question
- Locating the information you will need for your research
- Creating annotated citations for every source you find, using your referencing style of choice
- Using your **RRS** (Researcher's reflection space) to record reflections on what you are reading, writing and thinking
- Check-in Session with Supervisor
- Planning for summer work on Extended Essay scheduled by student in advance at discretion of supervisor
- Final Approval of Research Question
- Student brings an annotated bibliography and/or
- Researcher's Reflection Space materials for review

June - Data Collection and Research Phase

- Introductions to research skills and databases in particular QUESTIA by the Librarian
- Introductions to the university library (UB Freiburg) incl. access login details

June – August: Summer break –students keep contact by supervisors via Managebac and emails consulting and collecting Data.

September - SECOND REFLECTION SESSION WITH SUPERVISOR (to be documented in the reflection form)

- meeting with Supervisor regarding **quality** of preliminary draft (no editing)
- **In preparation for the interim reflection session, students should have:**
 - 1) attempted to refine a focused and appropriate research question
 - 2) significantly deepened their research and recorded pertinent evidence, information or data in the
 - 3) Researcher’s reflection space
 - 4) reviewed and consolidated the methodologies they are using
 - 5) formulated arguments based on the evidence that they have collected
 - 6) WORKSHOPS by the Librarian on good academic writing including proper citations and referencing to both students and teachers
 - 7) The school uses MLA referencing system.
 - 8) Added to the working bibliography for their research.

September - Interim reflection (150-175 words) due to supervisor via Email and uploaded on managebac and locked. (To be documented in the reflection form)

- Feedback given by the Supervisors

October - EE DRAFT (Atleast 1500 words) submitted to the supervisor uploaded on managebac and locked.

- Feedback given by the Supervisors

November - Continued check in Sessions with the supervisors

- DUE: Complete draft to Supervisor (Minimum 3000 words)
- Two (2) printed copies and an emailed digital copy required by supervisor
- Draft must conform to IB Formal Presentation Requirements as provided to Candidate
- Required components: Title Page, Table of Contents, Introduction, Body of Paper, Conclusion, Works Cited
- Required format: Arial font, 12 point font size, double spaced text, numbered pages, indented paragraphs, appropriate margins (1" on all sides is acceptable)
- Acceptable file type: DOC or DOCX.

November - Mandatory draft revision conference with Supervisor

- Scheduled by student in advance at discretion of Supervisor
- Set aside minimum of 1 hour for meeting

December: Winter break students finalize the extended essay writing

January - FINAL EE COPY (4000 Words) DUE to Supervisor and IBDPC

- Emailed digital copy required (For Turnitin and uploads)
- Final copy must conform to IB Formal Presentation
- Requirements as provided to Candidate (see note above)

January - FINAL REFLECTION SESSION WITH SUPERVISOR (VIVA VOCE)

- Final session with supervisor, scheduled by student in advance at discretion of Supervisor.

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.

January - DUE: Final reflection (150-175 words) to Supervisor via email and uploaded on ManageBac and locked.

Reflection must be emailed to the supervisor and coordinator after upload in ManageBac.

Guidance regarding the structure of Extended Essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. More details about each element are given in the "Presentation" section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

The Key Components of Extended Essay after deciding the subject and topic:

Developing a Topic and research question

A research topic is the clear and appropriate focus and purpose of the research, the topic needs to be identified explained and clearly communicated after the subject area is chosen

A research question is a **clear and focused** question centred on a research topic. A research question helps to focus the research, providing a path through which students will undertake the research and writing process. Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument. .

Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?
- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?

Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.

Topic	Research Question (RQ)
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr Faustus</i> ?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

Sample research questions

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research. Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions leading themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What the effect of different concentrations of kinetin is on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

An important note:

A question that is unclear or too broad will result in a narrative overview of the issue or event being discussed and provide little scope for analysis and reasoned argument. The result of this is that examiners will not be able to apply the range of marks available in the assessment criteria, particularly in relation to criterion C (critical thinking).

Body of the essay (research, analysis, discussion and evaluation)

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

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

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document *Effective citing and referencing*.

Writing the essay takes time but if students have used their Researcher's reflection space in the ManageBac and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

Presentation

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is **required**:

- the use of 12-point, readable font
- double spacing
- page numbering
- No candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

Word counts

The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count. Included in the word count	Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
The bibliography	
The <i>Reflections on planning and progress form</i>	

Please refer to the document entitled *Diploma Programme assessment: Principles and practice* for further clarification of word count requirements.

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.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

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. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this **must** be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

As footnotes and endnotes are not an essential part of the extended essay students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- Raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to 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.

Academic honesty

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the **precise** sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. 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 academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

For further information, see *Academic honesty in the IB educational context* and *Effective citing and referencing*.

Bibliography

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

Citations

A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. 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 referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also 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.

Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews. There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. At PORTIS we used MLA citation as our standard way of referencing.

The IB's minimum requirements include:

- name of author
- date of publication
- title of source
- page numbers (print sources only)
- Date of access (electronic sources only).

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.

For more detailed information on styles for citations and referencing please refer to the IB document *Effective citing and referencing*.

The following table contains a series of questions students can apply to determine the reliability and validity of information presented on the internet. It could equally apply to print resources.

Desirable source attribute	Questions to consider in order to determine this
Authority	<ul style="list-style-type: none"> • Is the author of the information identified? • If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented? • Is there enough information available to establish the author's credibility? • Is the author affiliated to an academic institution or credible organization? • Is the author qualified to write about the subject?
Audience appropriate	<ul style="list-style-type: none"> • Who is the intended audience? • Does the information presented appropriately address the target audience? • Is the information relevant to your area of research?
Reliability and credibility	<ul style="list-style-type: none"> • Does the information appear to be valid and well researched? • Can it be supported by evidence? • Can the information be verified through other sources? • Is there a non-web equivalent of this material that could be used to verify the information? • Does the URL (web address) give you any indication of the source of the information?
Accuracy	<ul style="list-style-type: none"> • Is there an indication as to who has responsibility for the accuracy of the information provided? • Do you know if the information has been reviewed? • Are there grammatical, spelling or typographical errors? • If there are, what does this suggest about the source? • Is there a bibliography?

Objectivity	<ul style="list-style-type: none"> • Is the author’s point of view objective or do they make it clear when they are expressing a personal opinion? • Is it a personal website? • Is the author affiliated with any institution or organization which might create a bias in the information?
Currency	<ul style="list-style-type: none"> • Is the information kept up-to-date? • Is there any indication of when the information was last updated? • Are any links up to date and working?

Grade A:

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 analyzed; sustained reasoned argumentation supported effectively by evidence ;critically evaluated research ;excellent presentation of the essay, where by 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.

Grade B

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 ; reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analyzed ;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.

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 within consistent 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

Progress Report and Consent Form

CONSENTFORM

Name of Student _____

This Form is to support you through the preparation and completion of the extended essay by requiring students to follow a specific set of deadlines.

It also helps show that the final essay is your work.

It is your responsibility to be in contact with your supervisor before, and meet with him/her according to proposed schedule, for each section.

It is your responsibility to meet the requirements at each stage.

Each section and stage being met requires the supervisor's written confirmation/signature of the requirements having been met.

You need to sign this document when you begin the process of working on the extended essay. In doing so you are indicating that you are aware of the regulations and guidelines that must be followed, and that you are aware that failure to meet these deadlines may put the award of the Diploma at risk.

SUBJECT AREA OF THE ESSAY _____

GENERAL TOPIC OF THE ESSAY _____

NAME OF SUPERVISOR _____

LANGUAGE OF THE ESSAY _____

Date of Beginning _____ Signature of the Student _____

This Consent should be read along with EE Progress report document, as well as EE Schedule document. Students are provided with necessary documents:

EE Guide

Academic honesty in DP

Effective citing and referencing,

And other useful materials for their EE work.

EXTENDED ESSAY PROGRESS REPORT

Name of Student

This progress report 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.**

It is your responsibility to meet with your supervisor **before** the deadline for each section and to make sure that you have met the requirements at each stage.

After each requirement has been met and this sheet has been signed by your supervisor it should be submitted to the IB Diploma Coordinator/EE Coordinator for checking.

You need to sign this document when you begin and when you hand in your completed essay. In doing so you are indicating that you are aware of these regulations and guidelines that must be followed and further, that you are aware that failure to meet these deadlines may put the award of the Diploma at risk.

Signature of the student

Date

Requirements	Deadline	Supervisor's		
		Has met	Partially	Has not met
1. The student has identified a topic are and I have agreed to supervise the essay.				
2. The student has shown evidence of conducting preliminary research and has chosen a working title. Title of the essay:				
3. First reflection session has taken place				
4. The student has submitted a formal Outline of the essay and the PowerPoint presentation of the outline				
5. The student has successfully delivered a Presentation of his/her preliminary research				
6. Second reflection session has taken place				
7. The student has completed a first draft of the essay and has discussed it with me .The first draft is effectively your complete essay (it is NOT just an outline).				
8. The student has revised the first draft and has shown me a completed version of the essay (2nd draft) and has discussed it with me. The student has handed in an electronic copy of the essay.				
9. The student has handed in the final essay and has completed the coversheet.				
10. Third reflection session has taken place. RPPF has been submitted to the supervisor.				

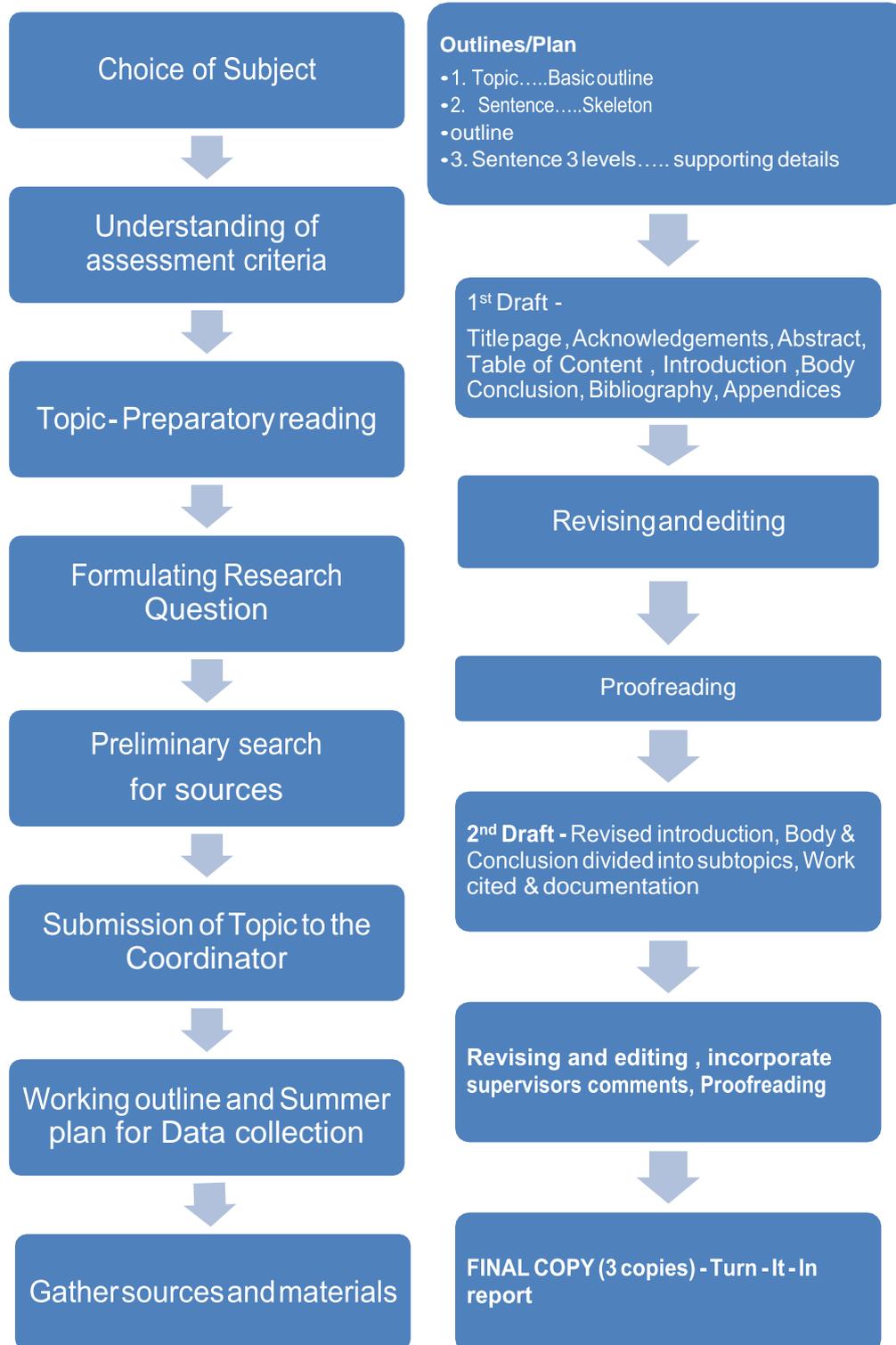
Candidate's Declaration

The extended essay I am submitting is my own work .I have acknowledged each use of the words, graphics or ideas of another person, whether written, or oral. I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

Signature of Student

(Sign this in front of your supervisor when you hand in your final essay and coversheet)

Flow chart of the Extended essay writing process:



Advise to students on EE subject choices

If you have chosen a subject from	
Group 1	You can write on a book you are studying in class but you must go beyond that book and show evidence of wider reading .You can compare a book written in your A1 language and one written in another language.
Group 2	You must write it in that target language.
Group 3	Avoid “What if..?” questions as these do not fit well within the Assessment Criteria. An analysis of reliability and/or representativeness of sources will be crucial for Psychology EEs: Data collection and research methods, such as experiments, surveys, observations and case studies, are not appropriate for a psychology extended essay, and should not form part of the your EE.
Group 4	<p>Decide if you want to do an experimental or library-based EE.</p> <p>Experimental EEs: these tend to score better than the library-based EEs in Group 4. It is fairly easy to get data and then analyse it. But if you decide to measure something over time, you must do all this before the Extended Essay week which is intended for writing up. You have to work with the Science technicians in order to find time when you can use a laboratory to collect data while being supervised by a member of staff. Avoid experiments for which the outcome is already well documented.</p> <p>Library-based EEs: A questionnaire, survey or a library-based topic in Group 4 may be easier to research (in school or at a University library) but you need to manage a large amount of material and be selective for relevant information.</p>
Group 5	<p>Unless you are taking Maths HL, it is best to avoid doing your EE on this. But if you are doing Maths HL it is worth considering.</p> <p>The word limit is smaller (2,500 words) but you will need to a significant amount of maths in the text.</p> <p>For ideas look in a book about “100 greatest unsolved mathematical problems”</p>

Extended Essay Supervision Timelines

Class of 2020

DATE	ACTIVITY
27 th to 31 st March 2021	Subject specific EE Presentations
4 th April 2021	EE Subject choice forms issued to students
5 th April 2021	EE Subject choice forms filled and returned to the Coordinator
10 th April 2021	Presentation by Principal (PD) to teachers on new changes in supervision of EE
17 th April 2021	EE Supervisors allocation
24 th April 2021	Students informed of EE supervisors
27 th April to 8 th May 2021	First check in meeting with EE Supervisors to decide on EE Topic
16 th to 23 rd May 2021	FIRST REFLECTION SESSION WITH SUPERVISOR
24 th to 26 th May 2021	First reflection (150-175 words) due to the supervisor via email and the same Uploaded on ManageBac.
8 TH June to 15 th September 2021	Data Collection and Research Phase
18 th to 29 th September 2021	SECOND REFLECTION SESSION WITH SUPERVISOR
29 th September 2021	Interim reflection (150-175 words) due to supervisor via Email and uploaded on ManageBac.
16 th October 2021	EE DRAFT ATLEAST 1500 WORDS submitted to the supervisor uploaded on ManageBac.
17 th October to 15 th November 2021	Continued check ins with the supervisors
16 th November 2021	Complete draft to Supervisor (Minimum 3000 words) by 3:45pm
17 th to 24 th November 2017	Mandatory draft revision conference with Supervisor
24 th January 2022	FINAL EE COPY (4000 Words) DUE to Supervisor and IBDPC by 3:45 PM
25 th to 30 th January 2022	FINAL REFLECTION SESSION WITH SUPERVISOR (VIVA VOCE)
31 st January 2022	Final reflection (150-175 words) to Supervisor via email and uploaded on ManageBac.

APPENDIX 1

MEETINGS WITH MY EXTENDED ESSAY SUPERVISOR: FORMS FOR ANNOTATIONS

Name of the Student: _____ EE Topic: _____

Name of the Supervisor: _____

Date	Focus Of Meeting	Agreed Outcomes of meeting
	Further Actions and responsibility	Student's sign: _____ Supervisor's sign: _____

Date	Focus Of Meeting	Agreed Outcomes of meeting
	Further Actions and responsibility	Student's sign: _____ Supervisor's sign: _____

Date	Focus Of Meeting	Agreed Outcomes of meeting
	Further Actions and responsibility	Student's sign: _____ Supervisor's sign: _____

Date	Focus Of Meeting	Agreed Outcomes of meeting
	Further Actions and responsibility	Student's sign: _____ Supervisor's sign: _____

Date	Focus Of Meeting	Agreed Outcomes of meeting
	Further Actions and responsibility	Student's sign: _____ Supervisor's sign: _____

Date	Focus Of Meeting	Agreed Outcomes of meeting
	Further Actions and responsibility	Student's sign: _____ Supervisor's sign: _____

APPENDIX 2 :Useful Links

1.Overview of the extended essay_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=2&chapter=1

2. Introducing students to extended essay_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=1

3. Supporting the mandatory reflection sessions_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=4

4. Preparing for first reflection session_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=5

5. First formal reflection_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=6

6. Preparation of interim reflection session_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=7

7. Interim reflection session_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=8

8. Preparation for final reflection_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=12

9. Final reflection session_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=4&chapter=13

10. Assessment_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=6&chapter=4§ion=1

11. Assessment criteria_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=6&chapter=6§ion=1

12. Studies in language and literature_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=8&chapter=1

13. Individuals and societies_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=10&chapter=1

14. BM_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=10&chapter=2

15. Economics_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=10&chapter=3

16. Psychology_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=10&chapter=9

17. Sciences_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=11&chapter=1

18. Biology_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=11&chapter=2

19. Chemistry

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=11&chapter=3

20. Physics_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=11&chapter=6

21. Mathematics_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=12&chapter=1

22. Arts_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=13&chapter=1

23. Visual arts_

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=13&chapter=6

24. ESS

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e_&part=14&chapter=2