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(KAİHL)**

**IB DIPLOMA PROGRAMME
EXTENDED ESSAY HANDBOOK
FOR STUDENTS**

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1. Introduction

KAIHL IB Diploma Extended Essay (EE) Guide has been created to help you with the process of writing your essay. Additionally, this document has created to explain the importance and meaning of extended essay research process. This guide is only for brief information. If you want to learn more information, please do your own research or read and used in conjunction with the assessment criteria IB Extended Essay Guide.

2. What is the nature of the Extended Essay

The Extended Essay is defined as an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of your chosen subjects. EE's purpose is to provide candidates with an opportunity to engage in independent research under the guidance of a supervisor (a teacher in the school/teaching you). 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 chosen. The EE allows students an opportunity to engage in rigorous research and academic writing, challenging them to grow intellectually as critical thinkers and communicators, ultimately helping to prepare students for the rigors of studying at university.

The EE is a core component of the IB Diploma programme and lies at the heart of the IB Diploma circle (Fig.1). It is an integral compulsory component for candidates who wish to attain the full IB Diploma. The EE is forwarded to the IB organization to be graded externally by examiners using proscribed, common criteria appropriate to each DP Topic. The final mark of the EE will be combined with TOK grades and can help students earn up to three points toward the completion of the DP. However, failing to submit an EE, or earning a failing mark on the EE will automatically disqualify a student from attaining an IB Diploma, regardless of how many points he/she has earned in other classes.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

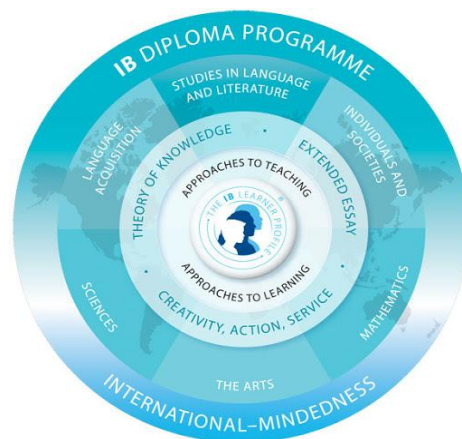


Fig.1. The IB Diploma Circle

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

3. What is the IB Extended Essay?

- It is **compulsory** for all full Diploma Programme students and is an option for course students.
- It is a piece of independent research/investigation on a topic chosen by the student in cooperation **with a supervisor in the school**.
- It is **chosen from the list of approved Diploma Programme subjects**, published in the Handbook of procedures for the Diploma Programme.
- It is a formal essay containing **no more than 4,000 words**.

- It is externally assessed and, **in combination with the grade for theory of knowledge (TOK), contributes up to 3 points** to the total score for the IB Diploma (See "How the Extended Essay is assessed")
- It is the result of approximately **40 hours of work** by the student.
- It is supported by a supervision process recommended to be 3-5 hours.
- It is included three mandatory **reflection sessions**. The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.
- It is presented with a **reflection form of no more than 500 words**.

** It should be the result of approximately 40 hours of work by the student. Remember to keep it in perspective: it is an important part of your IB Diploma programme but you only need to spend on average ONE hour per week on it. Once started, we recommend you set aside a period of three to four hours every two weeks. Establish a routine.*

4. Why is the Extended Essay important to you?

The extended essay gives a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. EE is also very useful for university applications where it provides differentiation between applicants with similar grades. It is to some extent, important for students to choose a career-relevant title. Related to this, the Extended Essay can be used for deepening knowledge of a particular subject. It could be advisable, therefore that students choose the extended essay from an HL subject to undertake university choice titles, but this is not essential. The Extended Essay is one of the core requirements for the Diploma along with TOK and CAS. You cannot pass the Diploma without obtaining a minimum requirement of a D grade or above (please see grading matrix below). An E grade in either EE or TOK is an automatic failing condition in the Diploma.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Fig.2. TOK & EE grading matrix

5. Objectives of the Extended Essay

In working on the extended essay, students are expected to achieve the following assessment objectives:

Knowledge and understanding

- 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

- To select and apply research that is relevant and appropriate to the research question.
- To analyze the research effectively and focus on the research question.

Synthesis and evaluation

- 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

- To be able to present information in an appropriate academic format.
- To understand and demonstrate academic integrity.

6. What subjects are available for the Extended Essay?

The subject that are generally preferred in our school and that can be supervised by qualified teachers who have experience in their subjects are listed below.

Group 1: Language A and Literature Turkish

Group 2: English B

Group 4: Biology-Chemistry-Physics

Group 5: Mathematics

**Students write an EE subject selection paper explaining why they want to choose this topic. They use the EE-No:1-Article Form while writing the article.*

7. Policies Relevant to The Extended Essay

All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

8. Extended Essay Supervisors

The supervisors will be with you during the whole process. The supervisors must be a suitably qualified member of staff at the school in which the student is registered. They will advise you; they will guide you in the skills of undertaking research; they will monitor your progress; they will read and comment on your work; they will submit a predicted grade; they will complete the supervisor's report (if the extended essay cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school), and they will try to detect possible cases of plagiarism.

The relationship between a student and their supervisor has to be built on mutual trust and respect. A supervisor is willing and able to help a student who is willing to meet their obligations. Remember that working with a supervisor is essentially enjoyable –it's one of the few opportunities where you can engage in an in-depth dialogue with one of your teachers.

When it comes to signing the final coversheet, the supervisor must indicate how many hours have been spent with the candidate. The IBO expects between 3–5 hours in total. This means that the student must be very well prepared for all meetings set with their supervisor and that work should be sent ahead if possible. The Supervisor is responsible for completing the Extended Essay coversheet that includes comments that will be the basis of Criteria E (Engagement). The Supervisor will comment upon a student's initiative, enthusiasm, self-discipline, motivation, reliability and resourcefulness. This is done through the supervision process, including the three mandatory reflection sessions and the completion of the Reflections on planning and progress form. In order to establish a good working relationship with the Supervisor from the start, it is essential that you carefully think through and show sufficient evidence to support your EE proposal. Make sure you communicate through Managebac. The supervisor does not write or edit the Extended essay for you. They will monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work. They will read and comment on one draft only of the extended essay.

This will take place after the interim reflection session, but before the final reflection session, the viva voce. They are responsible for making sure that the final version of the essay is submitted before the last viva voce takes place and no changes have been made to it afterwards, they must read the final version and confirm its authenticity along with the viva voce. They facilitate progress and can only meet with you for a given period of time. The Extended Essay is very much your responsibility as are the deadlines. Failing to meet deadlines will result in serious consequence which could lead to non-submission of Extended Essay therefore not meeting the requirements for full diploma.

Students must check-in with their supervisors on a regular basis in order to meet the time requirement.

Supervisors and students must discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of the task.

** Students fill in the EENo:2-Application form for subject and supervisor selection.*

9. General Student Timeline

Bitirme Tezi (BT) Tamamlanma Tarih Çizelgesi/Extended Essay (EE) Deadline Schedule

Etkinlik/Activity	Tamamlanma tarihi/ Date to be completed	Tamamlandı/ Completed
BT bilgilendirme toplantısının yapılması ve BT rehberinin incelenmesi/Holding the meeting to inform about EE and analysing EE guide	04.01.2022	
Branş tanıtımı için öğrencilerin BT danışmanları ile görüşmeleri/Holding the meeting with EE supervisors for students to inform about the subjects.	21-25.03.2022	
EE branş seçim makalesinin yazılması/ Writing the EE subject selection article.	05.04.2022	
EE branş ve danışman talep formunun doldurulması/Filling the application form for the subject and the supervisor	25.04.2022	
EE Danışman ve branş belirlenmesi-Danışman ataması yapılması-Sözleşme imzalanması/Assigning the subject and the supervisor. Signing the EE agreement	05.05.2022	
EE Danışmanı ile planlama yapılması/Planning the EE research and writing process with the supervisor	20.05.2022	
Bir adet EE örneğinin değerlendirme kriterlerine göre okunması ve değerlendirilmesi/Reading and assessing a sample extended essay, using the assessment criteria	25.05.2022	
Araştırma konusunun belirlenmesi-Konuyu tanımlayan araştırma sorusunun danışman ile görüşerek geliştirilmesi Deciding what to research-Identifying the topic and developing the research question with the supervisor	25.06.2022	
Danışman ile görüşmeler yaptıktan sonra EE ile ilgili resmi bir taslak oluşturulması / Preparing an official draft for EE after discussing with the supervisor (FIRST REFLECTION)	15.09.2022	
Gerekli ön çalışma, okuma, araştırma, deney vb. tamamlanması ve danışman ile kontrol edilmesi / Making the necessary preparations like studying,reading,researching and doing experiments, and checking them with the supervisor (INTERIM REFLECTION)	31.12.2022	
Tamamlanmış ilk taslağın danışmana teslim edilmesi-Writing the complete first draft and submitting it to my supervisor,	15.03.2023	
Danışmanın incelemesi, dönütler vermesi ve düzeltmelerin yapılması-Discussing the complete draft with the supervisor, getting feedback from the supervisor, and revising and proofreading	01.04.2023	
EE son halinin teslim edilmesi/Submitting the final draft (FINAL REFLECTION)	05.06.2023	
Danışman ile son resmi(sözlü) görüşmenin yapılması/Holding the finalreflectionsession(vivavoce)with the supervisor	12.06.2023	
Reflection form ve turnitin kontrollerinin tamamlanması / Completing the reflection form and turning into electronic copy of EERPPF	30.06.2023	

10. How do I prepare the Essay?

10.1 The research process:

Owing to the diversity of subjects and the different approaches to research, this guide does not offer detailed advice on the methods and skills of research. However, a systematic process, shaped by the nature of the subject, it is essential to generate and gather information and ideas that can be used to develop a convincing answer to the specified research question.

When researching the extended essay, students should do the following.

1. Choose the approved Diploma Programme subject for the extended essay;

The subject chosen for the Extended Essay must be one of the subjects being studied by the candidate for the Diploma, but care should be taken to choose a subject in which the candidate has sufficient knowledge and skills. Candidates should also base the choice of subject on the level of personal interest they have in that particular subject. It is also to be remembered that whatever subject and/or topic is chosen, it must not contain any repetition of what material has been covered in class. For example, you cannot do an Extended Essay on the material you are using in your Psychology Internal Assessment. Make sure you read the assessment criteria and the relevant subject guidance.

2. Choose a topic;

Candidates should aim to choose a topic that is both interesting and challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject.

3. In conjunction with you supervisor formulate a well-focused research question.

Choose a subject and topic that is of interest: Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.

-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”.
- Evaluate the question:** Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?

Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?

Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?

4. Plan the investigation and writing process.

- Identify how and where you will gather material.
- Identify which system of academic referencing you will use, appropriate to the subject of the essay (an example is attached).
- Set your own deadlines to ensure you meet the school deadlines. Use Managebac to help you with this.

5. Planning the research of your Extended Essay

Plan a structure (outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction. When searching for resources/sources it is important to proceed systematically and to consider a few questions even before starting the actual search. A subject specific search can be divided into five steps.

1. Determining extent: How extensively do you intend to search? Do you need only a few articles or do you have to review the relevant literature as comprehensively as possible, e.g. for a doctoral thesis? Do you need primarily basic reference works or highly topical research literature?
2. Choosing a research tool: Depending on the extent of literature needed, the research tools you should use differ. In order to find basic works or specialized dictionaries, library catalogues are sufficient. If you need extensive collections of articles, however, you will have to search in subject bibliographies and/or article databases.

3. Analyzing the subject: Theses often have very extensive titles. What are the core aspects of your subject? What criteria must your literature conform to? Which subjects do the articles and books have to cover? Which terms have to occur compulsory? Which single terms are thus suited for your search, which expressions represent individual keywords of your subject?

4. Developing a search strategy grid: Based on your subject you have determined the relevant keywords (step3), which you will now insert in columns of their own. The interfaces of some databases are in other languages; thus, an initial step is to transfer the keywords into the correct language. Possibly your field employs multiple terms to denote a single keyword. Because of this, you should find as many synonyms as possible – specialized dictionaries, thesauri and relevant literature can help you with this.

5. Evaluating results: Normally, the method presented above results in a manageable number of results, which you can subsequently examine for relevance. The following problems may, nevertheless, occur:

a. no or not enough results – possible solutions:

- i. control your input for typos/alternative spellings
- ii. try to find a better/alternative search term (using indices if necessary)
- iii. use more general search terms
- iv. leave out a less important keywords
- v. select a different literature database for your search

b. too many results – possible solutions:

- i. use more specific search terms
- ii. find additional aspects
- iii. confine the results set using formal criteria (e.g. show only articles of the last decade, restrict to review articles, restrict to a single language – but please be aware that you might lose important items this way)

6. Undertake some preparatory reading

In your research, you need to examine many academic publications. Please see the Research Sources title for a list of websites where you can access resources.

7. Carry out the investigation

- The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will you know whether you have enough evidence for each stage of the argument so that you can proceed to the next.

- Be prepared for things to go wrong. You may discover something later in the investigation that undermines what you thought had been established earlier on. If this happens speak to your supervisor and revise your plan.

10.2 Writing the Extended Essay:

The structure of the essay is very important. This is what helps you organize the argument, making best use of the evidence gathered. The required elements of the final work to be submitted are listed here. More detail about each element are given in the “Formal Presentation of the Extended Essay” section. The order in which they are presented are not the order in which they are written.

- Title page
- Contents page
- Introduction
- Body (development/methods/results)
- Conclusion
- References and bibliography
- Appendices

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 and how it supports the argument. In most subjects, sub-headings within the main body of the essay will help the reader to understand the argument and help to keep you on track. Once the main body is complete, it is possible to finalize the introduction and the conclusion.

Formal presentation of the Extended Essay

The length of the Extended Essay: The upper limit is 4000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations but does not include:

- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical or numbered)
- Footnotes or endnotes
- The bibliography
- Appendices

*Essays containing more than 4000 words are subject to penalties and examiners are not required to read beyond the limit.

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

The title page should include only the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

****An important note: Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.***

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

Introduction:

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken. While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

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.

Illustrations: Presentation and overall neatness are important, and it is essential that illustrative material, if used, 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.

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.

Bibliographies, references and citations: An extended essay must reflect intellectual honesty in research practices and provide the reader with exact sources of quotations, ideas and points of view through accurate bibliographies and referencing.

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

What is a bibliography?

A bibliography is an alphabetical list of every source used to research and write the essay.

The following are examples of acceptable documentation styles.

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

What is a reference?

A reference is a way of indicating to the reader, in an orderly form, where the information has been obtained. References can come from many different sources, including books, magazines, newspaper, e-mails, Internet sites and interviews.

Why must you include a bibliography and references in your work?

- You need to identify the written, audio, visual and electronic sources of information referred to in your work.
- If you claim someone else's words as your own, you have committed a serious offence known as plagiarism. If you plagiarise you will face a review board that may result in your IB Diploma being withdrawn or withheld. **BEWARE:** It is very easy for sources to be traced.
- Others may wish to use your work in the future and may wish to research further using the same sources as you. They do, therefore need to know what those sources are.
- Knowing where sources come from may help to identify any bias.

Appendices: Appendices will not be read by the examiner and should be avoided except when

- 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 3 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 and analysis or conclusion).

Format

Font type: Arial, Times New Roman

Font size: 12

Spacing: Double

Pagination: Numbered pages

Indentation: First paragraph of every topic is not indented: however, in succeeding paragraphs indentation is applied.

Margin: Justified margin: one inch on top, bottom and both sides of the text

Tables: Arabic number and title are written above the table; source and any other notes are written below the table in caption form.

Illustrations (eg: photograph, map, line drawing, graph or chart): labelled as Fig. (not Figure); Fig. is written below the illustration.

Acceptable file type: DOC, DOCX, PDF

Acceptable file size: no more than 10 MB

Candidate name or number should not appear on any of the pages of the EE including title page

11. Reflections in The Extended Essay

Student reflection in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher's reflection space. The most successful students will

be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research 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 (RPPF).

RPPF includes three mandatory reflection sessions that are a formal part of the extended essay and is explicitly assessed under assessment criterion E (engagement). Following each of these three reflection meeting sessions, students are required to complete the relevant comment section on the RPPF and submit it to their supervisor (upload/submit it to ManageBac). The supervisor must then sign and date the form and after the final reflection session, the *viva voce*, add their own comment. Following the completion of all three sessions, the form will be submitted to the IB along with the completed extended essay. An incomplete form will impact the examiner's ability to apply assessment criterion E (engagement) and will result in the student receiving a lower mark for this criterion.

****In fact, a blank or un-submitted RPPF will score a 0 for criterion E.**

First Formal Initial 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.

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 with student:

- 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.

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. The best way of conducting this last stage is for the student to submit the essay prior to a supervision session to allow the supervisor to add their comments. This should be followed by a one-to-one discussion between the supervisor and the student in which they go through the comments together as these become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the supervisor.

** The RPPF can be filled in managebac or you can find the blank form in the managebac.*

12. How the Extended Essay is assessed?

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. Make sure that you don't miss out on any easy points simply because you haven't read the assessment criteria thoroughly enough.

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

Fig.3. The assessment criteria

Criteria A (6 point): Focus and method: Topic-Research question-Methodology

- Demonstrates effective engagement in research and excellent understanding of the material, correct use of subject-specific concepts, consistent and relevant conclusions from proficient analysis, sustained reasoning strongly supported by evidence, and coherence and consistency in presentation.

Criteria B (6 point): *Knowledge and understanding: Context-Subject specific terminology and concept*

- Demonstrates appropriate research with reasonably effective engagement, good knowledge of the topic in a wider context, reasonably effective application of subject-specific concepts, reasoned argument with support, critical evaluation at times, with a clear presentation and layout.

Criteria C (12 point): *Critical thinking: Research-Analysis-Discussion and evaluation*

- Research is undertaken without proper scope, there is partial engagement in research, some discrepancies in process, an attempt at using subject-specific concepts, an attempt of synthesis in analysis using some evidence, and satisfactory presentation and layout.

Criteria D (4 point): *Presentation: Structure-Layout*

- There is a lack of research and unsatisfactory focus, discrepancy in process that interferes with the approach, some relevant understanding of the topic, inaccuracy in subject-specific concepts, irrelevant analysis, a lack of evaluation, and a presentation that hinders the understanding of the topic.

Criteria E (6 point): *Engagement: Process- Research focus*

- Demonstrates unclear focus, limited engagement, partially accurate knowledge, ineffective application of subject-specific concepts, inconsistent analysis, lack of an argument, and a presentation that lacks structural elements. The IB prescribes a set of aspects that must be included as part of the Extended Essay. These are as follows:

- Title Page
- Table of contents
- Page numbers
- Font use
- Spacing
- Referencing (citations and bibliography)
- Word count

Once the external examiner has read the essay, they will award a mark out of 34 and grade it according to the following grade boundaries:

- A: 34-30 A Work of an **excellent** standard
- B: 29-25 B Work of a **good** standard
- C: 24-17 C Work of a **satisfactory** standard
- D: 16-9 D Work of a **mediocre** standard
- E: 8-0 E Work of an **elementary** standard

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

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

		Extended Essay					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Theory of knowledge	Excellent A	3	3	2	2	FC	N
	Good B	3	2	1	1	FC	N
	Satisfactory C	2	1	1	0	FC	N
	Mediocre D	2	1	0	0	FC	N
	Elementary E	FC	FC	FC	FC	FC	N
	Not Submitted	N	N	N	N	N	N

Fig.4. TOK & EE grading matrix

Notes:

- 1) If you fail to submit an Extended Essay, you are given an “N”.
- 2) Failing Condition (FC)*: An “E” in either TOK or the Extended Essay is a failing condition.
- 3) An “N” in any subject, including TOK, means you will not be awarded a diploma.

13. Extended Essay Assessment Criteria Checklist

A: Focus and method: The Topic- The Research Question- Methodology: (6 points)

- includes an indication why the topic chosen is interesting, important, or worthy of study (avoid personal experience or particular opinion).
- includes some background information and places the topic in an appropriate context.
- includes a clearly and precisely stated research question.
- includes a clearly concluding statement of the thesis and argument.
- is clearly stated and focused.
- is sharply focused and a broad generalization.
- lends itself to a systematic investigation in my chosen area.
- RQ is appropriately connected to the discussion in the essay.
- My essay is a convincing argument that addresses my research question.
- My argument addresses and or answers the research question properly.

B: Knowledge and understanding: Context-Subject specific terminology and concept (6 points)

- I have included appropriate subject specific terminology.
- I have included relevant materials, sources, data and evidence in my essay.
- My essay clearly locates the investigation in an academic context.

C: Critical thinking: Research-Analysis-Discussion and evaluation (12 points)

- I have not included irrelevant information in my essay.
- I have effectively analyzed the evidence/material /sources /data in my essay.
- I have critically evaluated and discussed most of my sources.
- Whether possible, I have discussed my variables.
- My essay demonstrates very good understanding of the topic studied.
- My essay shows effective and sophisticated application of appropriate analytical and evaluative skills.
- I have answered the research question.

- I have identified the sources of error.
- I have evaluated the effectiveness of the techniques used.
- I have discussed the limitations of my experiment where appropriate.
- I have identified what it would need to be done to further this investigation.
- I have expressed my ideas clearly.
- I have outlined the gaps of my methodology.
- Ideas are presented clearly and in a logical manner.
- I have supported my argument with evidences.
- I have sharpened and defined my argument by bringing up relevant counter-arguments.
- My conclusion is effective and clearly stated.
- I have written a conclusion that restates my question and is consistent with the argument and evidence presented in my essay.
- Where appropriate, I have included in my conclusion any new or unresolved questions

D: Presentation: Structure-Layout (4 points)

- I have written my essay with a clear and precise language.
- is written in a clear and unambiguous way.
- can be effectively dealt within the 4000-word limit of an extended essay.
- I have a title page clearly stating my research question, the subject of my extended essay, candidate number and the final word count.
- Each page of my essay is correctly numbered and includes my candidate number in the header
- I have accurately and consistently cited all my sources in an accepted format.
- My graphs, figures and tables are clearly labeled.
- I have included either a bibliography or a works cited in an accepted and consistent format.

E: Engagement: Process- Research focus(6 points)

- My essay reflects my best effort.
- I have shown insight in my essay.
- I have demonstrated depth of understanding of my chosen subject and topic.
- I have demonstrated inventiveness and flair through my writing style.

14. Research Sources

Google Scholar: Google Scholar is a freely accessible academic web search engine.

Academia: a social networking website for academics.

JSTOR: a digital library of academic journals, books, and primary sources.

Mendeley: a free reference manager and an academic social network.

ResearchGate: a social networking site for scientists and researchers to share papers, ask and answer questions, and find collaborators.

Microsoft Academic Search: Microsoft Academic Search is an experimental research service developed by Microsoft Research.

Pubmed Central: A post-print repository for the Life Sciences.

Quora: It's a platform to ask questions and connect with people who contribute unique insights and quality answers.

Scopus: Abstract and citation database of peer-reviewed literature.

Web of Science: Includes other products, such as Social Science Citation Index, Science Citation Index, Biological Abstracts & The Zoological Record

ScienceDirect: Source for scientific, technical, and medical research.

YÖK Tez Veritabanı: There is a database of Turkish thesis. This might be your first step to research. Turkish

Assos Index: Turkish social sciences index.

There are indexes and resources for specific fields. For philosophy there is philindex.org. There are lists of academic indexes and bibliographies. You can search for a particular field as well as make use of compilations like Wikipedia list.

There's a classification about sources. Primary is original material and written work. Secondary is a source that analyzes the primary source like encyclopedia, textbook and other interpreters. Tertiary source is a source that organizes and locate primary and secondary source like indexes and databases.¹⁸

Wikipedia and other Secondary Sources

**Wikipedia is not a reliable source for academic writing or research. Neither Wikipedia nor other web sources are end point for research. These can be only a starting point and you may take advantage of their references. Your research should rely on primary sources which are authors' own works, firsthand testimonies and direct evidence.*

15. Responsibilities of the students

It is required that students:

- Choose a topic that fits into one of the subjects on the approved extended essay list.
Your supervisor will not choose your topic, correct or edit your draft, or check your calculations. The supervisor may suggest approaches or sources for you to consider, but the decision to take or reject advice is yours. The essay is for you to plan, design and write. **Your supervisor is not responsible for its shortcomings or for its success.**
- Think very carefully about the research question for the essay;
- **Observe the regulations relating to the extended essay;**
- Refer frequently to this guide. Check your work against the General Criteria for your subject.
- Keep a copy of these for yourself;
- ****Meet deadlines:** Consult your Supervisor at every stage. Make sure you use Managebac, you can create your own deadlines apart from the school ones. Before you can set deadlines successfully you will need to find your own weaknesses and strengths: are you a slow reader or writer? Do you work best intensely or regularly over longer periods of time? Make a list of these and then see how that will affect your schedule: for example, someone who doesn't like to spend much time actually writing should compensate for that by devoting more time to outlining and planning. Use the deadlines to plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems;
- Acknowledge all sources of information and ideas in an approved academic manner;

****IF YOU ARE CARELESS ABOUT CITING WORKS OR OTHER MATERIAL THAT YOU HAVE USED OR CONSULTED, YOUR ESSAY MAY BE REJECTED FOR PLAGIARISM. DO NOT TAKE THIS RISK. AVOIDING PLAGIARISM, WHETHER INTENTIONAL OR NOT, IS YOUR RESPONSIBILITY** (you will submit your Essay to www.turnitin.com for an originality check);

- ALWAYS remember that whatever you include as part of your essay MUST HAVE documented evidence in support of it. You must show your Supervisor the books, material or evidence BEFORE you include it in your essay. If you do not, your Supervisor may refuse to sign off on your essay report;
- Check and proofread the final version carefully;
- Make sure all basic requirements are met (for example all students should get full marks for the abstract).

16. Ethical guidelines for extended Essay research and fieldwork

The following guidelines apply to research and fieldwork in all extended essays.

- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.

- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

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