



# **Shahid Mahdavi Educational Foundation**

**Extended Essay Handbook 2020-2021**



# IB learner profile

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

**As IB learners we strive to be:**

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



## The Extended Essay Timeline



Year One	
<b>August ( During the Bridge Course)</b>	<ul style="list-style-type: none"> <li>• Holding a research methodology workshop</li> <li>• Holding an academic honesty introduction (academic honesty policy fully explained)</li> <li>• Holding a series of tests on academic honesty and APA</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Introduction to the Extended Essay (The SMEF Extended Essay handbook and IB resources are shared with teachers and students)</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Each student would choose their subject of interest and discuss some topics with the potential supervisor/subject teacher (First informal meeting with supervisor/subject teacher)</li> <li>• Supervisor are assigned and students are notified of approved subject and topic</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Submit pre-proposal</li> <li>• Check in with supervisor with the development of the research question</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Submit proposal with the approved research question</li> <li>• Turn in student/parent contract</li> <li>• Initial required mandatory supervisor meeting <b>(Initial mandatory RPPF meeting)</b></li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>• First draft must be submitted</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>• Second informal meeting with Supervisor (providing feedback to the student)</li> </ul>
Year two	
<b>September</b>	<ul style="list-style-type: none"> <li>• Interim mandatory supervisor meeting <b>(Interim mandatory supervisor meeting for the RPPF)</b></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Final Extended Essay draft due date</li> <li>• Final mandatory supervisor meeting -Viva Voce <b>(Final mandatory supervisor meeting for the RPPF)</b></li> </ul>

## TABLE OF CONTENTS

<b>Introduction</b>	<b>1</b>
<b>1. Extended Essay</b>	<b>2</b>
1.1. Structure	2
1.2. Word Count	3
1.3. Choice of Subject	4
1.4. Format	4
1.5. Presentation	5
<b>2. The Research and Writing Process</b>	<b>8</b>
2.1. Academic Honesty	8
2.2. The Extended Essay Timeline	10
<b>3. Roles and Responsibilities</b>	<b>11</b>
3.1. Student Role and Responsibilities	11
3.2. Supervisor Role and Responsibilities	12
3.3. Extended Essay Coordinator Role and Responsibilities	13
<b>4. Assessment of the Extended Essay</b>	<b>13</b>
4.1. Assessment Objectives	13
4.2. Assessment Criterion	15
4.3. The EE-TOK Matrix	15
4.4. Authenticating Student Work	16
<b>5. Reflection</b>	<b>16</b>
5.1. Researcher's Reflection Space (RRS)	17

5.2. First Formal Initial Reflection Session	18
5.3. The Interim Reflection Session	18
5.4. The Viva Voce	19
<b>References</b>	20
<b>Appendices</b>	21
Appendix A: Pre-proposal Form	21
Appendix B: The Extended Essay Proposal and Contract	22
Appendix C: RFFP Form	26

## **Introduction**

The Extended Essay (EE) is a unique and rewarding experience that gives the students the opportunity to dig deeper in their area of interest. It prepares them for their adult life by developing valuable transferable competencies such as research skills, critical thinking, and self-management.

According to IB, Extended Essay is “an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own ‘choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school)”. (IBO, 2017) The aim of the extended essay is for students to engage in independent research with intellectual initiative and rigor, develop research, thinking, self-management and communication skills and reflect on what has been learned throughout the research and writing process.

This document provides students with clear guidance and proper information in order for them to have a positive, fulfilling experience while working towards writing their Extended Essays as an essential part of the IB Diploma curriculum.

## 1. Extended Essay

The EE is a piece of independent research on a topic chosen by the student in consultation with a subject teacher who acts as the supervisor. It is the result of approximately 40 hours of work by the student. The process will be supported by a supervisor for a recommended 3–5 hours, which includes three mandatory reflection sessions, concluded by a third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher. Together with the grade for TOK, EE contributes up to three points of the total score for the IB Diploma. The student must achieve a D grade or higher in order to be IB Diploma awarded. Therefore EE is compulsory for all IB students.

### 1.1. Structure

There are six required elements which must be included in the final work to be submitted which will be discussed in detail in the presentation section of this document.

These elements are:

Title page

Contents page

Introduction

Body of the essay

Conclusion

References and bibliography

,

## 1.2. Word Count

The EE is presented as a formal work of academic writing containing 4000 words maximum accompanied by a reflection form (RPPF) of 500 words maximum. Content that should be included in the word count is:

Introduction

Main body

Conclusion

Quotations

Footnotes and/or endnotes that are not references

Content that should not be included in the word count is:

The contents page

Maps, charts, diagrams, annotated illustrations

Tables

Equations, formulas and calculations

Citations/references (whether parenthetical, numbered, footnotes or endnotes)

The bibliography

The Reflections on planning and progress form

Headers



,

### 1.3. Choice of Subject

Students will choose a specific discipline to work and they must demonstrate their knowledge and understanding of the theories, tools and techniques of the chosen discipline explored through a topic of their choice. The subject in which the extended essay is registered must be chosen from the following list of available subjects.

Subjects that are taught in Shahid Mahdavi Educational Foundation (SMEF):

English / Persian (A)

French/German/English (B)

Psychology/ Business management

Biology /Chemistry/ Physics (Experimental)

Mathematics

Visual Arts

Subjects that require prior authorization from the IB Coordinator

World studies

### 1.4. Format

The work has to be presented in the following format:

Font type: 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 (e.g.: photograph, map, line drawing, graph or chart): labelled as Fig. (Not Figure); Fig. is written below the illustration.

Acceptable file type: DOC, DOCX, PDF, RTF

Acceptable file size: no more than 10 MB

### 1.5 Presentation

There are six elements that must be included in the work:

Title page: The title page should include only the following information:

Title of the essay

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

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:

Must be provided at the beginning of the essay and all pages numbered

Index not required

Introduction:

Should tell the reader what to expect in the essay.

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.

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):

Should be presented in the form of a reasoned argument

Should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument

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:

Says what has been achieved, including notes of any limitations and any questions that have not been resolved

It should be a final, summative conclusion

Must relate to the research question posed

Illustrations:

If included, must be well set out and used effectively

Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease

All such material incorporated must be directly related to the text and acknowledged where appropriate

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

If information is contained in a footnote or endnote and is not a reference

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.

Bibliography, references, and citations:

Must reflect intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and references.

## 2. The Research and Writing Process

The students must take the following steps in their research and writing process:

Choose a subject

Choose a topic

Formulate a clear and focused research question

Plan the investigation and writing process

Identify how and where you will gather the materials

Familiarise oneself with the MLA system of referencing

Plan a structure (outline headings) for the essay

Undertake some preparatory reading

Carry out the investigation

### 2.1 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.

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.

SMEF Students will have to participate in a series of workshops and seminars held internally to familiarise themselves with types of plagiarism and examples of misconduct. Also a series of tests have been designed for the students to participate in, to make sure they have a good understanding of their referencing system of choice (APA is promoted by school) and also that they are familiar with Turnitin report and how it can assist the students with their research.

## 2.2 The Extended Essay Timeline

### Year One

<b>Date</b>	<b>Task</b>
<b>August</b> (During the Bridge Course)	Holding a research methodology workshop Holding an academic honesty introduction (Academic honesty policy fully explained) Holding a series of tests on academic honesty and APA
<b>November</b>	Introduction to the Extended Essay (The SMEF Extended Essay handbook and IB resources are shared with teachers and students)
<b>January</b>	Each student would choose their subject of interest and discuss some topics with the potential supervisor/subject teacher (First informal meeting with supervisor/subject teacher) Supervisor are assigned and students are notified of approved Subject and Topic
<b>February</b>	Submit pre-proposal Check in with Supervisor with the development of the Research Question
<b>March</b>	Submit proposal with the approved Research Question Turn in student/parent contract Initial required mandatory supervisor meeting (Initial mandatory RPPF meeting)
<b>July</b>	First draft must be submitted
<b>August</b>	Second informal meeting with Supervisor (providing feedback to the student)

Year two

<b>September</b>	Interim mandatory supervisor meeting (Interim mandatory supervisor meeting for the RPPF)
<b>December</b>	Final Extended Essay draft due date Final mandatory supervisor meeting -Viva Voce (Final mandatory supervisor meeting for the RPPF)

### 3. Roles and Responsibilities

In order for students to be successful in the completion of the extended essay, the process needs to be structured and must incorporate a supervision process of 3–5 recommended hours to include three formal reflection sessions between the student and the supervisor as well as supervision sessions called check- in sessions. The recording of reflections on the Reflections on planning and progress form is mandatory and must be submitted with the completed extended essay for assessment under criterion E (engagement).

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

#### 3.1. Student Role and Responsibilities

The extended essay is an important component of the Diploma Programme, and a substantial piece of work. Students are strongly recommended to:



Choose a subject, a topic, and a research question

Make sure they have access to material and sources for their essay before finalizing their topic and research question

Prepare a plan for their research considering expected limitations

Arriving prepared to their meeting with their supervisor

Proofread the final version of their extended essay

Ensure that all requirements are met

### 3.2. Supervisor Role and Responsibilities

The supervisor must be a suitably qualified member of staff at the school in which the student is registered. The supervisor plays an important role in helping students to plan and undertake their research for the extended essay.

Supervisors are required to:

Undertake three mandatory reflection sessions with each student they are supervising

Sign and date each reflection summarized on the reflections on planning and progress form and provide comments at the end of the process

Provide students with advice and guidance

Encourage and support students throughout the research

Discuss the choice of topic with each student

Help to formulate a well-focused research question

Ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues

Be familiar with the regulations governing the extended essay and the assessment criteria

,

Monitor the progress of the extended essay

Read and comment on one draft only of the extended essay

Ensure that the final version of the essay is handed in before the final reflection session (viva voce) takes place

Make sure no changes are made to the essay after viva voce

Read the final version and, in conjunction with the viva voce, confirm its authenticity

Each supervisor can only guide 3 students in an academic year.

### 3.3. Extended Essay Coordinator Role and Responsibilities

Support faculty and students in the process

Provide all parties with the documents and regulations

Make sure all parties understand the requirements and procedures

Help make the EE a positive experience

Be aware of the progress of the students

## 4. Assessment of the Extended Essay

### 4.1 Assessment Objectives

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 analyse 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

## 4.2 Assessment Criterion

The Extended Essay is assessed on six (6) criteria:

Criterion A: Focus and method

Criterion B: Knowledge and understanding

Criterion C: Critical Thinking

Criterion D: Presentation

Criterion E: Engagement

The Extended Essay is graded from A to E (with A being the highest mark).

Overall grade boundaries

Grade	E	D	C	B	A
Mark range	0-6	7-13	14-20	21-26	27-34
Descriptors	Elementary	Mediocre	Satisfactory	Good	Excellent

## 4.3 The EE-TOK Matrix

The grade obtained by a student in the Extended Essay will combine with their grade in Theory of Knowledge (TOK). This combination of grades is shown in the EE-TOK Matrix below. A student can earn up to 3 points towards his/her final grade for the IB Diploma course from his/her Extended Essay and TOK paper. Please note that a failing grade on the extended essay, being accused of academic dishonesty, or failing to turn in an extended essay will result in failing to earn an IB diploma no matter how high your test scores may be.

Extended Essay		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
	Grade A	3	3	2	2	Failing Condition	Failing Condition
	Grade B	3	2	2	1	Failing Condition	Failing Condition
	Grade C	2	2	1	0	Failing Condition	Failing Condition
	Grade D	2	1	0	0	Failing Condition	Failing Condition
	Grade E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	Grade N	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

#### 4.4 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. It is extremely important that supervisors are able to confirm that they have followed the guidance for monitoring the student's work throughout the process and can, to the best of their knowledge, confirm the authenticity of the work upon final submission.

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

#### 5. Reflection

Being reflective is one attribute of the IB learner profile: "We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development."

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

### 5.1 Researcher's Reflection Space (RRS)

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

## 5.2 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.

## 5.3 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.

#### 5.4 The Viva Voce

Once the students have completed their EEs, they conclude their EE experience with an exit interview (viva voce). The purpose of the interview is to:

Check for plagiarism

Provide the students with an opportunity for a final reflection on their EE experiences

To help the supervisor construct the supervisor's report



**This document has been created based on:**

International Baccalaureate Diploma Programme Subject Brief, Diploma Programme core: Extended Essay, including the world studies option, IBO, First assessment 2018.

Extended Essay Guide, Published February 2016, Updated February, IBO, 2020.

IB Extended Essay Course Book, IBO, 2016.

Tehran International School 2020-2021 Extended Essay Handbook

Appendices

Appendix A: Pre-proposal Form

Pre-proposal Form

Subject:	Topic area:
Key concepts:	
Research Question: (Particular section of the population, Geographical area, Timeframe)	
Background to the topic:	
Key resources: (Primary, Secondary)	

## Appendix B: The Extended Essay Research Proposal and Contract

## EXTENDED ESSAY RESEARCH PROPOSAL FORM

Candidate Name:

Extended Essay Subject Area:

Candidate responsibility: Please do some research ahead of time by reviewing the IB EE guide. Be prepared to discuss each of these points with your supervisor. Have your supervisor sign the form to verify their commitment to you for reading and grading your extended essay and meeting with you for the 3 reflection sessions.

What am I interested in investigating, and why? Why is this worth studying?
What have I found so far, and what resources have I used?
What possible question(s) have emerged?
How might I undertake my investigation? Sources, methods, planning
What ethical issues will I need to consider? How will my investigation affect others? Ex. Animal experimentation, human surveys or testing, plagiarism

Agreed research question: Finalize with your supervisor

Candidate Agreement: please initial each statement below as understanding of your responsibility.

\_\_\_\_\_ I have discussed the research question with my supervisor, and I will complete the research and essay in accordance with the 2020 IB EE guidelines and the school timeline.

\_\_\_\_\_ I understand that this project is an independent research project. The supervisor will be able to provide input to the development of the research question and the structure and content of the first draft only. After the first draft, the mentor will be required to meet for the mandatory reflections sessions, track the development of the paper, verify its authenticity, and provide a final grade.

\_\_\_\_\_ I understand that it is incumbent on me to document my sources, be reflective on the process and to provide my supervisor with bookmarked hard copies of those sources in the researcher's reflection space, so that the supervisor can verify the pages from which I secured the information cited.

\_\_\_\_\_ I have read the 2020 IB Extended Essay guide and the pages associated with my subject area.

\_\_\_\_ I have read the IB Academic Honesty materials and agree to conduct myself and write my paper with academic integrity. I will submit my paper to [www.turnitin.com](http://www.turnitin.com) to check the plagiarism.

\_\_\_\_ I understand that I will maintain compliance with the timeline for each assignment and reflection session, my effort to schedule meetings with my supervisor, my faithfulness and punctuality in attending those meetings, the quality of each assignment (including research question, footnotes, bibliography, and each draft of the paper), the continued reflection of the process and the quality of the final product.

\_\_\_\_ I will complete the required 3 Reflection interview sessions with my supervisor and the required written reflection planning and progress form.

In proposing this topic, I understand that the IBO considers using any portion of a current or future IA for my extended essay or submitting an EE without proper footnoting and documentation to be a case of academic misconduct. By signing below, I acknowledge that I am fully aware of the consequences of any case of academic misconduct and the possible ramifications of such a violation, including the school's refusal to submit my extended essay, rewriting either the plagiarized IA or EE, or even forfeiture of my IB diploma.

\_\_\_\_\_  
Student-Print your name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent- Print your name

\_\_\_\_\_  
Parent Signature

Supervisor Agreement: by signing, you are acknowledging that you have discussed and approved the research question above for the student's Extended Essay. You are agreeing to supervise this student. This will require a 3-5 hour commitment and include meeting with the student on at least 2 additional occasions for a total of 3 mandatory reflection interview sessions as defined in the new 2020 EE guide. The final submission is in December 2020. Thank you for your time!

I met with the student and approved his or her research question on \_\_\_\_\_ .

Supervisor Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix C: RFFP Form

EE/RPPF

For use from May/November 2018

Page 1 / 3

Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE. It must be submitted together with the completed EE for assessment under Criterion E. As per the 'Protocols for completing and submitting the Reflections on planning and progress form' section of the EE guide, a mark of 0 will be awarded by the examiner for criterion E if the RPPF is blank or the comments are written in a language other than that of the accompanying essay.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must indicate the month that the reflection session took place, the candidate's year of DP study at that time and initial this form.

First reflection session

Candidate comments:

Month:

DP year (1 or 2):

Supervisor initials:

EE/RPPF

Interim reflection

Candidate comments:

Month:

DP year (1 or 2):

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Month:

DP year (1 or 2):

Supervisor initial



EE/RPPF

Supervisor comments:

Supervisor: By submitting this candidate work for assessment, you are taking responsibility for its authenticity. No piece of candidate work should be uploaded/submitted to the e-Coursework system if its authenticity is in doubt or if contradictory comments are added to this form. If your text in the box below raises any doubt on the authenticity of the work, this component will not be assessed.