

Anne Arundel County Public Schools

**International Baccalaureate Diploma Program**



**Extended Essay Guidelines**  
2008-2009

Annapolis High School    Meade High School    Old Mill High School

IB Diploma Coordinator  
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Student Name \_\_\_\_\_

Supervisor Name \_\_\_\_\_

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Fall 2008

Dear International Baccalaureate Diploma Candidate:

Congratulations on becoming an International Baccalaureate diploma candidate and congratulations on your commitment to this challenging endeavor! We know you have worked hard to reach this point and we know the next two years will be rewarding for each of you.

Over the next year and a half you will be required to write an Extended Essay, which is a compulsory component of the IB Program. This essay is designed to give you an opportunity to do critical research on a subject you are interested in. The skills you have developed over the last two years in the research process and in writing will provide you with the expertise you will need to accomplish this task. Research is an important component of most college curricula and the Extended Essay is looked at by many colleges as an indication of your readiness to do college-level research. Careful planning and keeping up with the benchmarks listed in this booklet will help you to meet the required due dates.

It is important to remember that there are many people in the school who will help you with this project by providing guidance, emotional support and technical assistance. Your Extended Essay supervisors and your school-level IB coordinators, Dr. Mitchell ([epmitchell@aacps.org](mailto:epmitchell@aacps.org)) at Old Mill High School, Ms. Quinn ([jquinn@aacps.org](mailto:jquinn@aacps.org)) at Meade High School and Ms. Heiles ([nheiles@aacps.org](mailto:nheiles@aacps.org)) at Annapolis High School, as always will be available to answer questions and provide advice. Your school's Media Specialist is knowledgeable about the MLA and APA formats for citing sources and can provide you with samples of both.

Once you have chosen the general subject for your Extended Essay, you will ask a teacher to act as your EE supervisor. This teacher must agree to the arrangement and should have in-depth knowledge of the subject you have chosen to research. Any teacher, administrator or guidance counselor in your school can be a supervisor. Because the supervisor has subject expertise, he or she will be able to provide you with help in formulating your research question and guiding you towards the appropriate sources. The supervisor will also know what subject criteria will be used specifically to assess your essay and will advise you on how to meet those criteria. It is not the job of the supervisor to edit your essay.

Good luck with the Extended Essay process and remember that careful planning will help to make it a much more manageable experience. Take advantage of the assistance of the supervisor and the coordinators. We will be glad to help you!

Sincerely,

Ms. Heiles, Annapolis High School  
Ms. Quinn, Meade High School  
Dr. Mitchell, Old Mill High School

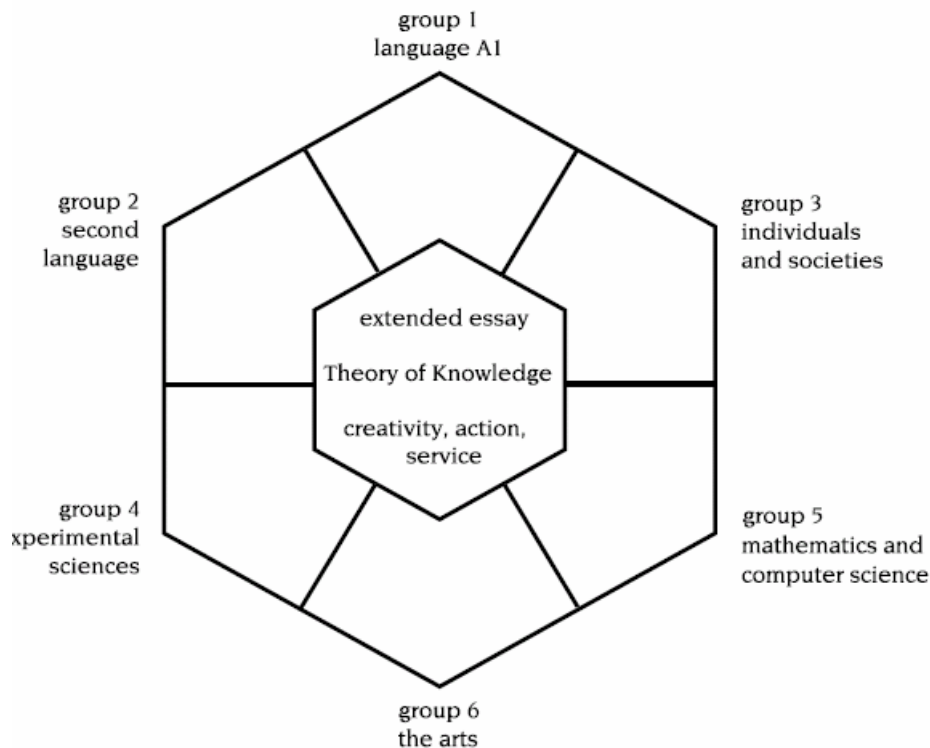
# EXPLANATION OF THE EXTENDED ESSAY

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The purpose of this handbook is to describe the requirements of the Extended Essay and explain how it fits into the IB program. It is also designed to provide the student with the knowledge needed to develop a plan so that he or she has adequate time to prepare a quality essay. It is intended to provide all students with equal opportunity to execute a successful essay and to insure that students know exactly what the criteria for assessment are.

The handbook also will serve to describe the essay and its requirements to teachers who may become involved in the process as supervisors. The general assessment criteria, the subject specific criteria and a written explanation of the criteria are available in *The Extended Essay Guide, March 2007* published by the International Baccalaureate Organization. Copies of this publication are available on your school website and may also be obtained from your school IB Coordinator or school based Extended Essay Coordinator.

Diploma students are required to choose one subject from each of the six subject groups depicted in the hexagon below. 3 or 4 classes are taken at the higher level (HL) and the rest at the standard level (SL). Besides the coursework, there are three other requirements for an International Baccalaureate Diploma. They are: the interdisciplinary Theory of Knowledge course, CAS (Creativity, Action and Service) and the Extended Essay.



Excerpted from:

*Diploma Programme Extended Essay Guide, March 2007. Geneva, Switzerland: International Baccalaureate Organisation, 2007.*

The extended essay is an important part of the International Baccalaureate diploma program. The level of research and writing expected in the extended essay will prepare the student well for college-level research and writing. It provides the students with the opportunity to engage in independent research on a topic of personal interest. Students are expected to spend about 40 hours on research and writing for the Extended Essay and examples of essay topics can be found in *The Extended Essay Guide, March 2007*. Each extended essay topic must fall under one of the subjects listed under the General Guidelines – Choice of Subject (page 11 of this document). The student may choose a subject not covered in one of their IB courses but should be careful to choose a subject of which they have sufficient knowledge.

In combination with the Theory of Knowledge course, the student may earn up to three bonus points towards the IB Diploma. See the Matrix on page 17 of this document for the awarding of points.

“All examinations, papers, scripts, documents, materials, programs, films, audiotapes, videotapes, photographs, drawings, data, plans, artwork and designs in any form whatsoever and produced by candidates and submitted to the International Baccalaureate Organisation (IBO) for marking, moderation and/or assessment purposes shall upon such submission to the IBO become the absolute property of the IBO.”

Excerpted from:

*The Extended Essay Guidelines, March 2007*. Geneva, Switzerland: International Baccalaureate Organisation, 2007.

# REGULATIONS

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For a diploma to be awarded, the following regulations must be complied with:

## **The Requirement**

Every IB diploma student must submit an extended essay. Extended essays may only be submitted by students in the “diploma” or “retake” categories. Students in the “retake” category may submit either a new extended essay for assessment, registered in the same or a different subject, or a revised extended essay.

## **Supervision**

It is the school’s responsibility to ensure that each student submitting an extended essay is supervised by a teacher at the school where the student is registered for Diploma Programme examinations. The teacher must have appropriate qualifications and/or experience in the subject chosen by the student, and must be familiar with the Diploma Programme. The teacher who is supervising a student’s work on his or her extended essay, known as “the supervisor”, must not be related to the student.

## **Language of the extended essay**

Extended essays submitted in a group 1 or group 2 language must be written in that language. Extended essays for subjects in groups 3 to 6 must be written in English, French or Spanish.

## **Academic honesty**

The student is ultimately responsible for ensuring that his or her extended essay is authentic, with the work or ideas of others fully and correctly acknowledged. Additionally, it is the responsibility of a supervisor to confirm that, for each student he or she has supervised, to the best of his or her knowledge, the version of the extended essay submitted for assessment is the authentic work of the student. Both plagiarism and collusion are forms of malpractice that incur a penalty. The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma or an additional certificate.

## **Choice of subject**

The Diploma Programme subject chosen for the extended essay does not have to be one of the subjects being studied by the student for his or her diploma. Extended essays submitted for assessment in a subject for which they are not registered may not be assessed.

Excerpted from:

*The Extended Essay Guidelines, March 2007.* Geneva, Switzerland: International Baccalaureate Organisation, 2007.

# EE SUPERVISOR-STUDENT PARTNERSHIP

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## The Role of the Extended Essay Supervisor

Candidates will be faced with many other commitments during the Diploma Program and the demands of the extended essay may appear daunting at times. An important role of the supervisor is to offer encouragement, support and reassurance during the preparation and writing of the extended essay.

It is **required** that the supervisor:

- provides the student with advice and guidance in the skills of undertaking research
- encourages and supports the student throughout the research and writing of the extended essay
- discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- ensures 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
- is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to the student
- reads and comments on the first draft only of the extended essay (but does **not** edit the draft)
- monitors the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity
- submits a predicted grade for the student's extended essay to IBCA
- completes 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)
- provides an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances
- writes a report and presents it to the school's Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft.

It is **strongly recommended** that the supervisor:

- reads recent extended essay reports for the subject
- spends between three and five hours with each student, including the time spent on the *viva voce*
- ensures that the chosen research question is appropriate for the subject
- advises students on:
  - access to appropriate resources (such as people, a library, a laboratory)
  - techniques of information-/evidence-/data-gathering and analysis
  - writing an abstract
  - documenting sources
- conducts a short, concluding interview (*viva voce*) with the student before completing the supervisor's report.

The student may work with or consult external sources, but it remains the responsibility of the supervisor within the school to complete all the requirements described above.

## **Authorship of the Extended Essay and Academic Integrity**

The supervisor is responsible for ensuring that the Extended Essay is the student's own work by monitoring the progress of the essay. In addition, the supervisor should read the final version of the Extended Essay. If the supervisor suspects that malpractice, such as plagiarism, has occurred, he/she must write a full report outlining the reasons for suspicion. (*The Extended Essay Guide May 2007*).

It is acceptable for students to include the words and ideas of other people in their essays, but each student must provide appropriate acknowledgements. Failure to comply with this requirement will be viewed as malpractice.

To ensure an understanding of academic integrity, a workshop will be presented by the librarian highlighting copyright and fair use rules as well as the costs for plagiarism. Turnitin.com will also be introduced. Students will be required to sign a Code of Honor. (**See Appendix B**) In addition, librarians will review the proper way to cite sources.

## **Management of Time**

All grade 11 students will be introduced to the requirements of the Extended Essay in the fall of their junior year. This includes meeting the Librarian who talks to them about the research process and resources available to students. April to mid May should be used for reading, research, experiments and preliminary preparation for Extended Essays.

By mid May, a substantial outline of the essay should be submitted by students to all supervisors.

From the end of February through March students require guidance from their supervisors in formulating a clearly focused title and research question for their Extended Essay. A well defined focus and direction must be established early in the process in order to ensure success in the writing stages. Students rely heavily on the guidance of supervisors at this stage.

## **Completion of Supervisor's Reports**

A. Supervisors complete an end of Grade 11 report (**Appendix E**) on each student's progress. This is due at the end of June.

- B. On receipt of the final version of the Extended Essay each supervisor must:
- Check that the student has correctly completed the relevant sections of the cover, including their signature and date
  - Read the Extended Essay and complete the Supervisor's Report on the Cover sheet (**Appendix D – Sample only**)
  - Complete the final subject specific marksheet (**Appendix F**) and forward it to the IB Diploma Coordinator along with the Extended Essay – the original and one copy – and its cover

The Planning Sheet and Meetings Log timeline (**Appendix C**) must be followed. Supervisors and students should arrange meetings during the research and writing of the essay. The Extended Essay or IB Diploma Coordinator should be informed immediately of students not producing any work.

# GENERAL GUIDELINES

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## The Nature of the Extended Essay

The extended essay is defined as an in-depth study of a limited topic within a subject. It is a compulsory component of the IB curriculum and that is intended to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines. Many of these general issues, such as the way in which information is handled, the level of analysis and the quality of argument, are assessed through the general assessment criteria. This is reflected in the relative weighting of 2:1 between the general and subject assessment criteria.

## The Choice of Subject

The subject in which the extended essay is registered must be chosen from the list of available subjects given in the *Extended Essay Guide* published by the IBO in 2007. It is advisable to choose the subject for the extended essay before deciding what the topic or research question of the extended essay will be. Since the IBO specifies the range of permitted subjects, certain topics may not be appropriate for an extended essay. The subject chosen for the extended essay does not have to be one of the subjects being studied by the candidate for the diploma, but care should be taken to choose a subject about 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 subject.

Your supervisor will make the subject-specific criteria available to you during your meetings. The chart below presents the subjects permitted by the IBO.

Visual Arts	Biology	Business Management
Chemistry	Classical Languages	Computer Science
Design Technology	Economics	Dance
Geography	History	Mathematics
Music	Peace & Conflict Studies	Philosophy
Physics	Politics	Psychology
Language B	ITGS	World Religion
Social & Cultural Anthropology	Theatre	Environmental Systems & Societies
	Film	

Excerpted from:

The *Extended Essay Guidelines*, April 2007. Geneva, Switzerland: International Baccalaureate Organisation, 2007.

# PREPARING THE ESSAY

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## **The Choice of Topic**

The topic of the extended essay is the particular area of study within the chosen subject. Before a final decision is made about the choice of topic the relevant subject guidelines should be carefully considered.

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. A broad topic is unlikely to result in a successful extended essay. A topic that requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay. Similarly, although a reliance on secondary sources is sometimes necessary, an extended essay that only provides a summary of such sources will not be successful. Writing a précis of a well-documented topic is unlikely to result in a successful extended essay.

## **The Research Question**

When an appropriate topic has been chosen, candidates should narrow the focus of the investigation and formulate a specific research question. For many extended essays this will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are acceptable. By frequently referring to this research question, candidates should be able to maintain the purpose and orientation of the investigation. Candidates are encouraged to formulate a challenging research question but to ensure that it can be explored within the constraints of essay length, time and resources available to them.

## **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, is essential to generate and gather information and ideas that can be used to develop a convincing answer to the specified research question. The following diagram is intended to provide a model for the process of conducting the research and writing the extended essay.

Excerpted from:

*The Extended Essay Guidelines, March 2007.* Geneva, Switzerland: International Baccalaureate Organisation, 2007.

# ORGANIZING THE ESSAY

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After careful outlining and drafting, it is likely that the majority of extended essays will follow a structure similar to that described below.

## **Introduction**

The introduction should include:

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

## **Body/Development**

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

## **Conclusion**

The requirements of the conclusion are that it

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

Excerpted from:

*The Extended Essay Guidelines, March 2007.* Geneva, Switzerland: International Baccalaureate Organisation, 2007.

# FORMAL PRESENTATION

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

## **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 abstract
- acknowledgements
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- the references/bibliography
- appendices.

Essays in excess of 4000 words are subject to penalties and examiners are not required to read material in excess of the word limit. Candidates writing their extended essay in Japanese or Chinese should use the following conversions:

- Japanese: 1 word = approximately 2 Japanese characters
- Chinese: 1 word = approximately 1.2 Chinese characters

## **Title**

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

## **Abstract**

An abstract not exceeding 300 words must be included. It does not serve as an introduction but presents a synopsis of the extended essay, and therefore should be written last. The inclusion of an abstract is intended to encourage candidates to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion/s of the extended essay.

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

## **Contents Page**

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

## **Illustrations**

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are well labeled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

## **References/Bibliography**

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay, derived from another source. A candidate's failure to comply with this requirement will be viewed as plagiarism, and will therefore be treated as a case of malpractice.

The bibliography or list of references should include only those works, such as books and journals that have been consulted by the candidate. An accepted form of quoting and documenting sources should be applied consistently. The major documentation systems are divided into two groups, parenthetical in-text systems and numbered systems; either may be used, provided this is done consistently and clearly. It is good practice to require candidates to study a major style guide appropriate to the subject of the extended essay so that they can present their list of references professionally.

Each work consulted, regardless of whether or not it has already been cited as a reference, must be listed in the bibliography. The bibliography should specify: author/s, title, date and place of publication, and the name of the publisher, following consistently one standard method of listing sources. Possible examples are:

Brochures outlining how to cite sources using the MLA format are available in the library media center.

## **Appendices**

Appendices are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main part of the essay. Unless considered essential, complete lists of raw data should not be included in the extended essay. An extended essay should not constantly refer to material presented in an appendix as this may disrupt its continuity.

Excerpted from:

*The Extended Essay Guidelines, March 2007.* Geneva, Switzerland: International Baccalaureate Organisation, 2007.

# THE USE OF OTHER MEDIA AND MATERIALS

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

## **Computers**

The use of computers is encouraged where they are appropriate as tools for analyzing data relevant to the subject of the extended essay. Material such as a hard copy of computer output may be included in the extended essay, but any associated program should be referred to or reproduced, if original, only as an appendix. Only in computer science and physics (in particular circumstances) may programs be included as part of the extended essay. (See subject guidelines for Computer Science and Physics for further details.)

## **CDs, DVDs and audio-visual materials**

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

## **Specimen Materials**

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

Excerpted from:

*The Extended Essay Guidelines, March 2007.* Geneva, Switzerland: International Baccalaureate Organisation, 2007.

## Diploma Points Matrix for the Extended Essay and Theory of Knowledge

		Theory of Knowledge					Not submitted
		Excellent	Good	Satisfactory	Mediocre	Elementary	
Extended Essay	Excellent	3	3	2	2	1	N
	Good	3	2	1	1	0	N
	Satisfactory	2	1	1	0	0	N
	Mediocre	2	1	0	0	0	N
	Elementary	1	0	0	0	Failing condition	N
	Not submitted	N	N	N	N	N	N

**For subject-specific assessment criteria, see your supervisor or a copy of *The Extended Essay Guidelines, March 2007* available from your school's IB or Extended Essay Coordinator.**

## EXTENDED ESSAY GENERAL CRITERIA CHECKLIST

Note: Marks given for the general criteria constitute *two-thirds* of the total marks for the essay. Focusing on the areas below is one of the easiest ways to improve your scores.

Point	Action	Check ✓
1	Is the essay within 4000 words?	
2	Is there a Contents page?	
3	Are all pages numbered?	
4	Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?	
5	Are all necessary terms defined or explained?	
6 *	Is every reference cited in a footnote or internally?	
7	Are your references cited <i>consistently</i> and <i>correctly</i> ?	
8	Does the Bibliography include <b><i>all and only</i></b> the works of reference you have consulted?	
9*	Does the Bibliography specify <b><i>author(s), title, date of publication and publisher</i></b> for every reference?	
10	Are the Bibliography sources cited <b><i>consistently</i></b> and <b><i>correctly</i></b> ?	
11	Does the Appendix contain only relevant information?	
12	Are all references to the Appendix clearly <b><i>cross-referenced</i></b> and <b><i>labeled</i></b> ?	
13	Is your research question stated on the title page?	
14	Is your research question stated and in bold in the Introduction?	
15	Is your research question restated and in bold in the Conclusion?	
16	Does your Conclusion address unresolved questions?	
17	Does your Conclusion address new questions that have emerged?	
18	Are your <b><i>Introduction</i></b> and <b><i>Conclusion</i></b> titled?	
19	Is your Abstract within 300 words?	
20	Does your Abstract contain the <b><i>research question</i></b> (in bold), the <b><i>scope of the investigation</i></b> and <b><i>the conclusion reached</i></b> ?	

\*MLA Format. Ask for the *Citing Sources Brochure* in the Library Media Center

Based on a version devised by Ian Dorton, Chief Examiner of Economics for the IBO

# ACADEMIC HONESTY AND MALPRACTICE\*

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## 1. Academic Honesty

1.1 All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Ensuring that candidates understand and respect academic honesty should not be confined to original authorship and ownership of creative material: academic honesty includes, for example, proper conduct in relation to the written examinations. In reality, it is probably easier to explain what is academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations. However, whenever possible, the topic should be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme. This is preferable to simply warning candidates that plagiarism, collusion, cheating, etc. are unacceptable and will be penalized by the IBO.

1.2 An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of other fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

1.3 The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.

## 2. Malpractice

2.1 The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

- a) Plagiarism: this is defined as the representation of the ideas or work of an author or another person as the candidate's own
- b) Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- d) Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Excerpted from: *Academic Honesty: Guidance for Schools*. Geneva, Switzerland: IBO, 2003

# APPENDIX A

## STUDENT AND SUPERVISOR AGREEMENTS

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- You will read and understand the general guidelines as well as the guidelines specific to the subject that you have chosen.
- You will abide by the deadlines accompanying this page
- You will understand and abide by the school policy with regard to academic honesty, and shall cite all references and sources of ideas, quotations, data, diagrams, illustrations etc.

*You will understand that the role of your supervisor will be to:*

- Encourage and support you in your efforts
- Provide advice of a subject specific nature.
- Make sure that the work is your own.
- Complete the supervisor report

*You will understand that the role of your supervisor will **not** be to:*

- Get you started and tell you what to do.
- Give you a research question.
- Give you the resources
- Edit your work.
- Remind you of the deadlines
- Chase you to be able to read a draft and offer advice

**I understand that my supervisor can declare this agreement void if I fail to fulfill its conditions. In particular, I understand and agree that I will not receive the IB Diploma if I am unable to satisfy my supervisor about the authenticity of my extended essay.**

Supervisor:

Date:

Student:

Date:

# APPENDIX B

## AACPS ELP/IB HONOR CODE

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By signing this Honor Code statement, I certify that:

- I have neither given nor received unauthorized assistance in the completion of this assignment.
- I have accurately cited ALL sources of information consulted in the completion of this assignment.
- I have properly acknowledged and cited all data, terms, phrases, sentences, and passages that I have paraphrased.
- I have properly acknowledged and cited all data, terms, phrases, sentences, and passages that I have quoted.
- Unless generally accepted as common knowledge, all uncited text, information, statements, and data in this assignment are my own original work.

I understand that any violation of this Honor Code will result in consequences outlined in the Anne Arundel County Public Schools Code of Conduct and may include:

- A zero grade for the assignment
- Referral to administration
- Failure of the marking period or semester
- Removal from the ELP/IB program
- Suspension from school

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

Student Name (printed): \_\_\_\_\_

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

Title of Assignment: \_\_\_\_\_

Course: \_\_\_\_\_

Teacher: \_\_\_\_\_

### **Parent/Guardian Acknowledgement of Honor Code**

To the best of my knowledge, my student has upheld all standards of the Honor Code. I am aware of the consequences of a violation of the Honor Code.

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

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

Daytime Phone Number: \_\_\_\_\_

# APPENDIX C

## EXTENDED ESSAY MEETINGS LOG

**Use these pages to keep track of the compulsory meetings with your supervisor, questions you wish to raise, and tasks that you need to complete.**

At each meeting ask your supervisor to sign and indicate how many minutes he or she has spent with you. In most cases you will also need to meet with the librarian. This is to support you with the research process and to assist you in referencing your work properly. In these cases, the librarian is also asked to sign but the time she or he spends with you is not counted in the total. **Please note: the IBO states that the amount of support given by the supervisor should not total more than 5 hours and should average 2-3 hours.** If you need to have extra meetings with your supervisor, use the 'Notes' section at the end of this document to record information and how long the session lasted.

**Meeting 1**

Questions...

My main tasks between now and March are...

Supervisor's initials:	Date:	Time spent: mins
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Librarian's initials:	Noted area of research:
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**Meeting 2**

Questions...

My goals for the next meeting are...

Discuss resources with librarian

Supervisor's initials:	Date:	Time spent: mins
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Librarian's initials:	
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**Meeting 3 - progress and planning meeting**

Questions...

My tasks for the summer vacation are...

Supervisor's initials:	Date:	Time spent: mins
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Librarian's initials:	Title:
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# APPENDIX D

## SUPERVISOR'S REPORT (Sample only)

The supervisor should complete the report below and then give this cover, enclosing the final version of the Extended Essay, to the IB Coordinator. If this report is not signed by the supervisor the Extended Essay will not be assessed and may be returned to the school.

**Name of Supervisor** [CAPITAL letters] \_\_\_\_\_

*Please give your own opinion as to the quality of the Extended Essay; this must be based on reading the final version.*

### **Performance according to the General Assessment Criteria**

*[Mark the box which applies]*

Excellent	Good	Satisfactory	Mediocre	Elementary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Performance according to the Subject Assessment Criteria**

*[Mark the box which applies]*

Excellent	Good	Satisfactory	Mediocre	Elementary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Comments**

*If appropriate, please comment on the candidate's performance, the context in which the candidate undertook the research for the Extended Essay, any difficulties encountered and how these were overcome. These comments can help the examiner award a level for criterion H. Do not comment on any personal adverse circumstances which may have affected the candidate.*

I have read the final version of the Extended Essay, which will be submitted to the examiner.

To the best of my knowledge, the Extended Essay is the authentic work of the candidate.

I spent  hours with the candidate discussing the progress of the Extended Essay.

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX E

## EXTENDED ESSAY PROGRESS REPORT

Student's Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_

IB Subject: \_\_\_\_\_ HL  or SL

### Notes:

Between January and May, supervisors should have met with students on several occasions to provide guidance on the Extended Essay.

During the month of May (date TBA), all students should have submitted to supervisors a substantial outline of their Extended Essays. By early September, students must have completed a draft (2000 words) of their essay in order to receive feedback from supervisors in late September (date TBA).

### Supervisor's Assessment:

Use the general and subject-specific criteria to assess the student's level of performance to date. Award each student a process grade. This progress grade is recorded on a *Mid-course Progress Report* which is given to students.

### Extended Essay Overall Progress Grade (Check one only):

EXCELLENT

GOOD

SATISFACTORY

MEDIOCRE

ELEMENTARY

COMMENT AS NECESSARY ON ANY PARTICULAR PROBLEMS.