

International Baccalaureate

Extended Essay

New and Improved for 2018 and Beyond

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

What is the Extended Essay?

- A scholarly essay of independent research essay of up to 4000 words
- Emphasizes concepts and “big ideas”
- Developed by the student from a research question, in conjunction with a teacher-supervisor
- A requirement for the IB diploma, assessed externally in conjunction with Theory of Knowledge course; you must receive a passing grade.

What is the Extended Essay?

Comprised of various sections:

- *Title Page (with only Title, Subject, and Word Count)*
- *Content Page*
- *Introduction / Body / Conclusion*
- *References / Works Cited*
- No abstract or external sources of information
- Presented in the form of a formal research paper according to strict formatting requirements (MLA or other): 12 pt. font / double-spacing / page numbers / No candidate or school name included

What is the Extended Essay?

The aims of the extended essay are for students to:

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

What is the Extended Essay?

- Requires 3 mandated supervisor meetings with scored reflections
- Expected to take approximately 40 hours to complete
- Started early junior year; completed by end of first semester senior year
- Written in English or in a foreign language

EE Subjects (p. 116 of EE Guide)

- Studies in Language and Literature
- Language Acquisition (written in L2) and Classical Languages (written in English or Spanish) in one of three categories
- Individuals and Societies: Business; Economics; Geography; Global Politics; History; Information Technology; Philosophy; Psychology; Social and Cultural Anthropology; World Religions

EE Subjects (p. 116 of EE Guide)

- The Sciences: Biology; Chemistry; Computer Science; Design Technology; Physics; Sports Exercise and Health Science
- Mathematics
- The Arts: Dance; Film; Music; Theater; Visual Arts
- Interdisciplinary: Environmental Systems and Sciences; Literature and Performance; World Studies

Reflection in the Extended Essay?

Reflection focuses on student's progress during

- the planning, research and writing process.
- intended to help students with the development of their extended essay and
- to allow them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
- Forms for RRS (informal) and required RPPs (20-30 minute meetings) aims to help in the process of reflection: (INSERT EXPLANATION HERE)

Reflection in the Extended Essay?

Reflection 1: First Supervisor Meeting

- initial topic
- exploration, possible sources and methods, preliminary research questions and personal reactions to the issues

Reflection 2: Interim (as project is developing)

- reactions to readings, progress in the timeline
for completion of the extended essay, a possible outline of arguments, setbacks encountered and the strategies used to overcome them.

Reflection 3: Mandatory *Viva Voce* (Final Supervisor Meeting)

- show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the *viva voce* the RRS may help to highlight the personal significance of the work

*Failure to complete RPP can result in penalty for academic misconduct and/or zero on Criterion E

http://xmltwo.ibo.org/publications/DP/Group0/d_0_eeyyy_gui_1602_1/Forms/RPPF_e.pdf

External Mentors and the Extended Essay

- With permission (from Dr. Kelly) students may undertake their research at an institute or university under the guidance of an external mentor.
- The student **must** be allocated an EE supervisor within the school and complete his or her reflection sessions with this person. Only a supervisor within the school is permitted to complete the reflection process for the extended essay with the student.

Who is Involved?

- The student
- The student's supervisor
- The Extended Essay Coordinator: Dr. Chuck Kelly
at kelly_c@shaker.org
- The TOK 11 Teacher: Ms. Kim Owens
- The DP Coordinator: Dr. John Moore
- The International Baccalaureate Organization

Choosing a Research Topic

1. Choose a topic that interests you deeply, something that sparks your curiosity.
2. Do general reading to find out what's been written and what sources are available.
3. Consider the questions that emerge: Use *How?*, *Why?* and *To what extent?*
4. Narrow the topic and formulate a workable RQ.
5. Discuss with supervisor and begin to evaluate directions that your research might take.

Choosing a Research Topic

Unsuccessful topics are:

- too broad
- require little personal research
- rely too heavily only on secondary sources
- topics with which the student has little or no personal engagement

Choosing a Research Topic

Successful Topics:

- abide by IB guidelines
- are sufficiently narrow & scholarly
- hold the student's interest
- are centered on one research question
- have information available on them

Choice of Topic

- Does not have to be a subject studied for diploma; but this is strongly recommended
- Cannot be a submission to any other class, including Theory of Knowledge
- Must be in an IB-approved subject area, as listed in Vade Mecum (Note following slide)

Unsuccessful Questions

- What causes cancer?
- What distinguishes the two Koreas?
- What are the Vitamin C levels in orange juice?
- What does online research entail?
- Does Istanbul have a central business district?

Successful Questions

- Will unification be achieved as a result of the process and efforts being made between the two Koreas?
- How do vitamin C levels decrease in lime juice under simulated supermarket and street vendor conditions?
- What online information services in Omaha are most utilized and what is their impact on the residents in that city?
- What impact did the establishment of foreign schools have on 19th century Turkey?

Group 1 Sample Topics

“Engage in an intensive study and employ critical judgment of literature”

Examples:

- What are the role and significance of dance in Jane Austen’s *Pride and Prejudice* and *Emma*?
- How do Dickinson and Emily Bronte treat death as a topic in their poetry?

Group 3 - 6 Sample Topics

Individuals and Societies:

- To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?

Economics:

- To what extent did the rising COE prices affect the demand for new and used cars and the revenue generated by the Singaporean economy from 2012-16

Sciences:

- What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?

Assessment Criteria

Criterion A: Focus and Method (0-6):

Focuses on the **topic, the research question and the methodology**. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Assessment Criteria

5–6:

The topic is communicated accurately and effectively.

Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.

The research question is clearly stated and focused.

The **research question is clear and addresses an issue** of research that is appropriately connected to the discussion in the essay.

Methodology of the research is complete.

An **appropriate range of relevant source(s) and/or method(s)** have been applied in relation to the topic and research question.

There is evidence of **effective and informed selection of sources and/or methods.**

Assessment Criteria

Criterion B: Knowledge and understanding (0-6)

This criterion assesses **the extent to which the research relates to the subject area/discipline** used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the **use of appropriate terminology and concepts.**

Assessment Criteria

5-6

Knowledge and understanding is excellent.

The **selection of source materials** is clearly relevant and appropriate to the research question.

Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.

Use of terminology and concepts is good.

The **use of subject-specific terminology and concepts** is accurate and consistent, demonstrating effective knowledge and understanding.

Assessment Criteria

Criterion C: Critical thinking

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

Assessment Criteria

10–12

The research is excellent.

The **research is appropriate to the research question** and its application is consistently relevant.

Analysis is excellent.

The **research is analysed effectively and clearly focused on the research question**; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.

Conclusions to individual points of analysis are effectively **supported by the evidence**.

Assessment Criteria

Discussion/Evaluation is excellent.

An **effective and focused reasoned argument** is developed from the research with a conclusion reflective of the evidence presented.

This reasoned argument is **well structured and coherent**; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.

The research has been **critically evaluated**.

Assessment Criteria

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Assessment Criteria

3-4

Presentation is good.

The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.

Layout considerations are present and applied correctly.

The structure and layout support the reading, understanding and evaluation of the extended essay.

Assessment Criteria

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

Assessment Criteria

5-6

Engagement is excellent.

Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process.

These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

Language Requirement

- Group 1 or 2 topics are written in that language (Language A-1 or chosen second language)
- Groups 3-6 subjects must be written in English (or registered first language)

Responsibilities of Students

Required Responsibilities:

- Choose topics that fits an IB approved subject
- Observe all Extended Essay regulations
- Meet strict deadlines
- Document /Acknowledge all sources

Responsibilities of Student

Recommended Responsibilities:

- Plan ahead and start work early
- Carefully hone research question
- Be sure material on the topic is accessible
- Schedule for unforeseen delays and problems

Responsibilities of Student

Recommended Responsibilities:

- Record all sources as work progresses
- Outline or structure the essay clearly before drafting
- Proofread final version carefully
- Be sure all basic requirements are fulfilled

Research Process

1. Read assessment material and become familiar with requirements
2. Choose a subject area of interest
3. Undertake investigative reading and formulate working topic
4. Plan the investigation and the writing process:
 - Gather materials continue to read, and outline
 - Meet deadlines
 - Regularly meet with supervisor

Common Problems

- Discovering late that there is too little or inaccessible data
- Discovering too late that your knowledge of the topic is superficial
- Poor pacing of research and writing process
- Over-reliance on only a few or on web-based sources of research
- Too little original thought of the student: over-reliance on sources as strings of quotes and paraphrases
- Unintentional Plagiarism or Collusion

DO NOT:

- Ignore IB requirements or assessment criteria
- Work with an inappropriate question
- Gather irrelevant materials
- Use the internet uncritically
- Merely describe or report
- Cite sources that are not used
- Plagiarize or collude

Supervisor-Teacher

Required Duties of Supervisor:

- Provide support, advice, and guidance in the skills accessing and documenting sources, data gathering, using evidence to argue
- Discuss choice of topic and help student formulate research question
- Ensure that research question satisfies appropriate legal and ethical standards
- Become familiar with extended essay regulations and assessment criteria and provide a copy of these to student

Supervisor-Teacher

- Monitor and guide research process
- Read and comment on the first draft of the essay, without editing
- Ensure that the essay is the student's own work and reads final version to confirm authenticity
- Submit a predicted grade to IBCA
- Complete the supervisor's report

Supervisor-Teacher

- In the event of suspected plagiarism, to write and submit a report to school DP coordinator
- It is suggested that the supervisor spend from 3-5 hours total with student, including for the viva voce
- I am available as a resource for supervisor-teachers

Supervisor-Teacher

Will NOT:

- Tell the student how to get started
- Formulate the research question for the student
- Remind the student of due dates
- Give the student key resources
- Change his/her schedule or “track student down” for a meeting

Supervisor-Teacher

Will NOT:

- Edit the student's work or provide more than general guidance, comments, and advice
- Read multiple drafts of the student's essay
- Take on any responsibility that belongs to the student

New Requirements: 2018

- No abstract
- All research questions must be posed as a question
- Reference to external sources or supplemental information is not permitted and examiners will not access them
- External mentors allowed with permission (but they do NOT replace supervisors at the high school)

New Requirements: 2018

- The use of footnotes, endnotes and appendices is for references only; not for added information that should be in text
- Reflection is a compulsory element of the EE
- Three mandatory reflection sessions
- Formatting requires 12 pt., readable font, double-spaced
- Five Assessment Criteria

New Requirements: 2018

Reflection via the RPPF Form:

- The RPPF entry for the form must be completed by students after each of their mandatory reflection sessions. Supervisors must sign after each reflection is completed and at the end of the process once the *viva voce* has taken place. They then write their summative comment. The form is submitted along with the essay for external assessment:
- It works out better if you keep your entries on Word or Google docs and then submit those to me with your final EE so I can transfer to the form

References

IBO Diploma Programme Extended Essay Guide: First Examinations 2009. (2007). Buenos Aires: International Baccalaureate Organization.

The Extended Essay. Powerpoint. Retrieved on 8/03 from [k-12.pisd.edu/schools/planoeast/academics/.../Extended %20Essay.ppt](http://k-12.pisd.edu/schools/planoeast/academics/.../Extended%20Essay.ppt).

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