

Cholla High School

Extended Essay Handbook

Adapted from Albert Einstein High School and Gateway International School

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**SCHEDULE**

October of Year 1	Proposal Supervisor assigned
December of Year 1	Subject Area & Topic Finalized
March of Year 1	Research Question
May of Year 1	1 <sup>st</sup> Reflection
August of Year 2	Formal Draft 2 <sup>nd</sup> Reflection
December of Year 2	Final Draft
January of Year 2	Viva Voce 3 <sup>rd</sup> and Final Reflection

## **BASICS**

The Extended Essay (EE) is a requirement of the IB Diploma Programme Core. It is an independent research-based essay of approximately 4,000 words. The Extended Essay is a mandatory component for the Diploma Candidate.

### **The Extended Essay at a Glance**

The extended essay is an in-depth study of a focused topic chosen from the list of available subjects. 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. This research leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions, which include a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

### **Key features of the extended essay**

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

## **DETAILS**

### **The Nature of the Extended Essay**

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.

An important aim of the extended essay, as part of the Diploma Programme core, is to support and be supported by the academic disciplines. Whichever subject is chosen, the extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments. In undertaking the extended essay, students model many of the elements of academic research by locating their topic within a broader disciplinary context, justifying the relevance of their research and critically evaluating the overall strength of the arguments made and sources used. Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

Embedded within the process of writing the extended essay are many elements of the approaches to learning (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

The Extended Essay is an essay, not a narrative or a report. It is not a summation of pre-existing research. The EE must involve the student's analysis.

## **QUESTIONS**

### **How are marks contributed by EE towards Diploma?**

EE along with Theory of Knowledge essay contribute a total of three points.

### **How long is the EE?**

The upper limit of the Extended Essay is 4,000 words. The word count includes the introduction, the body, the conclusions, and any quotations, but does not include acknowledgements, the table of contents page, maps, charts, diagrams, annotated illustrations, tables, reference pages and appendices.

### **How will writing an Extended Essay help?**

The Extended Essay demands an in-depth study of a student-chosen topic that is aligned with one of the IB Subject Areas. Writing an Extended Essay strengthens a student's skills in a variety of areas including:

- Conducting independent research
- Forming a clear and arguable research question/thesis
- Effectively using research to support the thesis
- Appropriately documenting sources used in the paper
- Managing an extended timeline for a project
- Communicating ideas and presenting arguments in an organized, logical and consistent manner
- Writing an Extended Essay helps a candidate to develop writing skills that will prepare them for writing assignments in college or university.

### **How long does the whole EE process take?**

Students are expected to spend approximately 40 hours of independent research and writing to complete a quality Extended Essay. The process begins in their junior year with informational sessions, establishing the student/supervisor relationship and submitting a research plan and essay proposal by the month of May in the first year. A solid rough draft of at least 3000 words is due to the supervisor by August of the student's senior year and with the final draft due in December.

### **Is EE a persuasive essay or investigation?**

- You develop an answer to your research question,
- You can only say what you can prove,
- You can only prove what you can find evidence to support
- You can only find evidence that supports your question, if you can identify the experts in the field,
- You can only identify experts in the field by searching who the people are who write on this field and who are respected; professors, writers

- State a point, and find evidence from a reputable, reliable source to back it up.

## **PLAGIARISM**

### **The Purpose of Academic Honesty**

- The Essay is based on a question for which there is no obvious answer.
- You cannot use someone else's question.
- It cannot be based on a piece of work you did for assessment or evaluation in any other class.
- It must be based on your own work.
- It must include proper citations for any thoughts, ideas, used from others.

### **Definition of Malpractice Plagiarism**

- The representation of ideas or work of another person as the candidates own is a form of collusion.
- Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another is duplication of work.
- The presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior which gains an unfair advantage for a candidate or which affects the results of another candidate.

### **Academic Honesty**

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements. Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student's understanding of the importance of the sources used. Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations. For further information, see Academic honesty in the IB educational context and Effective citing and referencing.

## **TIPS**

### **Recommended Things to Avoid**

Examiners' reports also mention these things to be avoided at all costs.

- Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate.
- A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words.
- It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.
- In addition, students should not:
  - Forget to analyse the research question.
  - Ignore the assessment criteria
  - Collect material that is irrelevant to the research question
  - Use the internet uncritically
  - Plagiarize
  - Merely describe or report (evidence must be used to support the argument)
  - Repeat the introduction in the conclusion
  - Cite sources that are not used.

### **Reflections of an Extended Essay Examiner**

The success of an Extended Essay is shaped largely during the preparatory stages. Major weaknesses, such as broad topics, lack of focus, and vague research questions, can be traced directly to the research phase. The iceberg analogy illustrates clearly the importance of the analysis/research/experimentation that underpins the completed essay. Since the initial work is so crucial, consider following the steps outlined below as you prepare your Extended Essay.

- Select a subject in which you have an interest within your diploma subjects.
- Read the assessment criteria in The Extended Essay Guide and focus on the interpretation of the criteria that is relevant to your subject.
- Meet your supervisor to discuss your choice of subject and to map out a schedule.
- Draw up a list of research topics that interest you.
- Discuss the topics with your supervisor and then decide on one.
- Read about your topic and narrow it to a number of challenging issues or problems.
- Select one issue or problem as the focus for your essay.
- Formulate a precise and challenging research question or a hypothesis.
- Undertake your analysis/research/experimentation using primary and secondary sources.
- Shape the structure of your answer by creating a series of detailed outlines.
- Rough out the complete essay from title page to bibliography.
- Revise and edit the rough draft carefully.

- Reread the assessment criteria to ensure that your draft addresses all of them.
- Remember that an Extended Essay has a central thesis, argument or point of view.

## **SUCCESS CRITERIA**

### **Aims and Assessment Objectives**

The aims of the extended essay are for students to:

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

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

Success Criteria	
Knowledge and understanding	<ul style="list-style-type: none"> <li>● To demonstrate knowledge and understanding of the topic chosen and the research question posed.</li> <li>● To demonstrate knowledge and understanding of subject specific terminology and/or concepts.</li> <li>● To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.</li> </ul>
Application and analysis	<ul style="list-style-type: none"> <li>● To select and apply research that is relevant and appropriate to the research question.</li> <li>● To analyse the research effectively and focus on the research question.</li> </ul>
Synthesis and evaluation	<ul style="list-style-type: none"> <li>● To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.</li> <li>● To be able to critically evaluate the arguments presented in the essay.</li> <li>● To be able to reflect on and evaluate the research process.</li> </ul>
A variety of (research) skills	<ul style="list-style-type: none"> <li>● To be able to present information in an appropriate academic format.</li> <li>● To understand and demonstrate academic integrity.</li> </ul>



## **GETTING STARTED**

### **Responsibilities of a Student**

- Choose an appropriate topic.
- Observe the regulations relating to the EE.
- Meet deadlines.
- Read and understand IB Academic Honesty Policy.
- Acknowledge all sources of information & ideas in an approved academic manner appropriate to the field of study (Which citing style).

### **Getting Started**

- Choose a subject from the available extended essay list. See Diploma Programme coordinator or extended essay coordinator for details.
- Ensure that the starting point for your essay is a subject that is available
- Observe the regulations with regard to the extended essay, including the IB's ethical guidelines.
- Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria.
- Meet all internal deadlines set by your school in relation to the extended essay.
- Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the General regulations: Diploma Programme should there be a breach of these.
- Attend 3 mandatory reflection sessions with your supervisor, the last of which is the viva voce.
- Record your reflections on the Reflections on planning and progress form for submission as part of the assessment of criterion E (engagement).

### **Criteria for good questions**

Certain disciplines may permit or encourage different ways of formulating the research task.

The following makes a research question a good question.

- Can it be asked and answered (Is there an answer? Can information be found to answer?)
- Will you find experts whose words and work will support this? (It can't be about how you feel or think...it is about what you can prove!)
- Is it worthwhile to answer?
- Does it add to the discussion in the field?
- Is the topic focused? Can it be answered in only 4000 words?
- Is the topic broad enough to discuss in up to 4000 words? Not trivial or already answered.
- Can the topic be objectively treated? Not just conjecture or in "pseudo" areas.
- Does the question fit squarely in the area of study?
- Does the topic avoid hypothetical discussion? (No, what if \_\_\_\_\_ didn't happen?)
- Are all terms in the question clearly defined and understood by all in the field?

## **REFLECTIONS**

### **Reflection in the Extended Essay**

Representing 18% of the total grade, this is an extremely important part of the overall EE assessment.

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

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher's reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research process.

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

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

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

## **TOPIC CHOICE**

### Choice and Treatment of the Topic

#### Choice of topic

Students first need to identify the broad area of inquiry they are interested in.

Sources of ideas may include:

work already undertaken as part of the course

preliminary reading of academic journals and reputable scholarly e-resources, e.g., conference papers, essays, book chapters or journal articles.

conversations with teachers, fellow students and librarians. Students should try to read as much as they can of what has already been written about their topic. Time spent on a literature review early in the research process will guide and improve their work. It will help them to

contextualize their research question and subsequent findings

meet criterion B: demonstrating knowledge and understanding .

While conducting their literature review, students will find it useful to keep notes for their future annotated bibliography and to record their responses to what they read.

If using the internet, students are encouraged to use specialized academic search engines and databases that will find resources appropriate for citation in the EE.

Students must be aware of their responsibilities to cite properly the resources they use and to check their work for plagiarism. Their citations should adhere to the requirements of the IB and be consistently applied.

### **Treatment of the topic**

Once students have identified their topic and written their research question, they can decide how to research their answer. They will write a proposal outlining their broad approach.

Two important reminders

1. Undertaking an extended essay is a challenge. Planning is crucial. Students need to start writing their papers early and discuss any emerging difficulties with their supervisors.
2. Students risk their diploma if found guilty of academic misconduct:
  - a. Academic honesty: students' work will be checked in terms of the IB's academic honesty policy and so all students must ensure that they are familiar with this.
  - b. "Double-dipping": students must ensure that they are not using material submitted for any other assessment component as part of their EE submission.

### **What Subject Areas can one choose from?**

The IB offers a variety of Subject Areas to choose from. Students need to consider an essay topic in a subject taught at Cholla High School. Students will choose a subject they are studying since then they have been exposed to academic study in that field.

Each Subject Area has its own specific guide students and supervisors will need to review.

Subject Area	Considerations
Studies in Language and Literature	Look at one or several pieces of literature; analyze how the writer achieves theme or purpose. Work of study or one of two must have originally been written in English. Student research should also consult secondary sources which include scholarly work (journal articles, reviews, etc.) about the primary sources.
Foreign Language	Should be strong in the language because the paper must be written in that language (e.g. Spanish, French, Japanese); paper may focus on language or culture
Biology	Students are encouraged to pursue questions that can be analyzed through data collected by the student. Essays that focus on human disease should focus on biological aspects rather than on medical diagnosis and treatment.
Chemistry	Students are encouraged to pursue questions that can be analyzed through data collected by the student
Environmental Systems and Societies	Papers focus on the interaction of humans with the environment and the effects of that interaction.
History	Papers are not descriptive, but rather look at different historical perspectives of events, people or movements. To be defined as “history,” events must be more than 10 years in the past.
Math	Papers could address the applicability of mathematics to solve both real and abstract problems, the beauty of mathematics as in, for instance, geometry or fractal theory, the elegance of mathematics in the proving of theorems as in, for example, number theory, the origin and subsequent development of a branch of mathematics over a period of time, measured in tens, hundreds or thousands of years.
Psychology	Psychology extended essays must be supported with careful and appropriate citation of relevant theories and/or studies within psychology.
Visual Arts	The research may be generated or inspired by the student’s direct experiences of creating visual artworks, or by their interest in the work of a particular artist, style or period. This might be related to the student’s own cultural context or another cultural context.

### **GUIDANCE**

## RESEARCHING AND WRITING THE EXTENDED ESSAY

### Initial Guidance

Supervisors are recommended to advise their students on how to conduct research and write the extended essay, paying particular attention to the following key areas.

When researching the extended essay, students should follow the steps below:

CHOOSE a subject from the list

READ subject specific guide

CHOOSE your topic and do background reading

WRITE your preliminary research question

GATHER and begin reading your sources research take notes gather bibliographic data

PREPARE an annotated bibliography

WRITE introduction

PLAN outline

DRAFT body and conclusion

### **The Research Question**

#### **Developing a research question**

All students, regardless of the subject chosen, must frame their research as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.

A research question is a clear and focused question centered on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to. Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

### **STEPS**

Five steps to developing a research question

1 CHOOSE A SUBJECT AND TOPIC THAT IS OF INTEREST TO YOU. Deciding on a subject and topic that is of interest and in which you are personally invested is important if your motivation is to be sustained throughout the process. You should be able to identify, in a broad sense, what it is that you are interested in and why.

2 CARRY OUT PRELIMINARY READING. After deciding on a topic of interest you should undertake some general reading around the issue.

Questions you must consider at this stage are

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

3 CONSIDER THE EMERGING QUESTIONS. You should now begin posing open-ended questions about your topic. These questions will usually be framed using the words how, why or to what extent.

4 EVALUATE THE QUESTION. Once possible research questions have been posed, they should be evaluated. This evaluation should be based on whether the question is clear, focused, and arguable. Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken? Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and amount of time available)? Arguable: Does the research question allow for analysis, evaluation, and the development of a reasoned argument?

5 CONSIDER RESEARCH OUTCOMES. Once you decide upon a provisional research question, you should start thinking about the direction your research might take. This decision could be in terms of

- Suggesting possible outcomes of the research
- Outlining the kind of argument you might make and identifying how the research might support it
- Considering options if the research available is not sufficient to support a sustained argument.

## **LAYOUT**

### **Presentation of the Extended Essay**

#### Organization

- All Extended Essays should include the three components of a research paper:
  - the introduction,
  - the body or development, and
  - the conclusion.
- The Extended Essay should be written in a clear, correct and formal style appropriate to the subject from which the topic is drawn.

#### Title Page

- Place the title ¼ of the way down from the top of the page.
- Remember that the title is not the same thing as your research question or topic.
- Think of an informative title which conveys the essence of your essay.
- 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.
- Below the title, include the Research Question, Subject Area, and Word Count

#### Structure

- The essay must be typed double spaced in Times New Roman 12 pt. font and be as close to 4,000 words as possible without going over the limit.
- The 4000 words include
  - the Introduction
  - Body
  - Conclusion
  - Quotations.
- It does not include the
  - Acknowledgements
  - Table of Contents
  - Illustrations
  - Bibliography
  - Footnotes
  - Endnotes
  - Appendices
- The essay should be neat and organized.
- Do not use run-on sentences or long paragraphs or attempt to explore too many topics.
- Do not allow careless grammatical and spelling errors to lower your grade.
- Paragraphs must be topical, readable, and of reasonable length.
- The essay must be structured and organized logically with all arguments and analysis presented and developed in a systematic fashion and order.
- Use smooth transitions between paragraphs to link the paragraphs, arguments, and sections of your paper.
- Use a spelling checker and make sure several competent people proofread your essay.

## **REQUIREMENTS**

## **Requirement of Extended Essay**

Your Extended Essay must address each of the following questions.

- Introduction
  - What is your research question?
  - Why is the research question significant and worthy of study?
  - Why is the research question significant to you personally?
  - What is your thesis?
- Body
  - What background information is needed to understand your research question and thesis?
  - What are the distinct elements of your thesis?
  - How can the thesis be divided and broken down into parts?
  - What are the central arguments you will make to defend your thesis?
  - What are the topical subsections of your body?
- Outline each subsection of the body.
  - How does each subsection build upon the previous subsection and lead up to the next?
  - How does each subsection contribute to your defence of your thesis?
  - What evidence will you present to support your arguments and thesis?
  - What are your key sources?
  - How will you integrate the evaluation of your sources in the body?
  - How will you integrate critical analysis into your body?
- Conclusion
  - How have you sufficiently answered the research question and defended your thesis?
  - What are the major strengths of your thesis and your analysis and defence of it in your essay?
  - What could you have done better in the essay? Evaluate your own work critically.
  - What new questions and unresolved questions have arisen from your research and analysis?
  - Bibliography
  - Include only those sources you have cited in the essay.

## **STRUCTURE**



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

There are six required elements of the final work to be submitted. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written. Six required elements of the extended essay:

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

Presentation

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

- 12-point, readable font
- double spaced
- numbered pages
- no candidate or school name on the title page or page headers.

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

## **SUPERVISION**

### **What support does an Extended Essay Supervisor provide?**

It is recommended that supervisors provide 3-5 hours of guidance.

Your Extended Essay Supervisor provides important support as you research and write your essay. They are limited, however, in what they can do.

According to the expectations of the IB, the Extended Essay Supervisor:

- Encourages and supports students as they research and write their EE;
- Offers advice and guidance regarding the research process;
- The Supervisor is a guide, asks questions, suggests sources or research strategies, and provides overall support throughout the process.
- Advice students on how to keep the essay compliant to the assessment criteria.
- Ensures the Extended Essay is the candidate's own work and has not been plagiarised.
- Conduct the Viva Voce interview with the student at the end of the process.
  - This interview allows students to reflect on what they have learned throughout the process and offers the supervisor a chance to engage the student in conversation about their topic and monitor authenticity of student work.
- Completes the Supervisor's Report for submission to the assigned Extended Essay Examiner.
- The work done as part of your Extended Essay must be your own work; this includes all research, writing and documentation of sources used.
- Your Extended Essay Supervisor cannot give you your research question or topic, do research for you, write or edit any part of your essay.
- Your Extended Essay Supervisor will read and comment on one draft only.

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). To prepare for these sessions and ensure that they are meaningful and purposeful, the student needs to undertake a number of preparatory steps which are outlined in the following section.

Your supervisor must be a faculty member here at Cholla High School. The faculty member does not need to be your teacher or even necessarily a teacher of the subject in which you'll be writing your extended essay. There are many faculty here at Cholla who have specialized in, have education in, or simply possess specialized knowledge in many subjects, areas, and topics which they do not currently teach. Open your mind to the possibility of working with someone whom you do not currently know.

### **Check-in sessions**

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

### **Formal reflection sessions**

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

### **Reflection Planning and Progress Form**

The Reflections on Planning and Progress Form (RPPF) is not optional. There are three mandatory reflection sessions that are a formal part of the extended essay and will be uploaded on the Reflections on Planning and Progress Form. Following each session, students are required to complete the relevant comment section on the form and submit it to their supervisor. The supervisor must then sign and date the form and after the final reflection session, the viva voce, add their own comment. The total maximum length for all three reflections combined is 500 words, so each reflection is relatively short—about 165 words.

## **First Reflection**

The first reflection session (reflection written after the proposal has been accepted and you have discussed it and preliminary sources) Students are encouraged to include in their reflections examples of

initial topic exploration,

possible sources and methods,

preliminary research questions and their

personal reactions to the issues.

In attending their first reflection session with their supervisor, students can use notes as the basis for discussion as well as to demonstrate the progress students have made in the research process.

## **Preparation for the first reflection session**

As preparation for their first reflection session, you should do the following:

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the subject-specific section of the Extended essay guide for the subject you are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
4. Undertake further background reading and begin to gather information around your area of interest. This exploration should give rise to a variety of topics and questions that you can consider for further research. At this stage it is important that you consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in your researcher's reflection space.
5. Begin developing a research proposal which might include a MindMap® of ideas, an annotated article or preliminary bibliography. Additionally, you must already be thinking in terms of the following questions:
  - Is my topic appropriate for the subject I am considering?
  - Why am I interested in this area and why is it important?
  - What possible questions have emerged from my initial reading?
  - Are there any ethical issues that I need to consider?
  - What possible methods or approaches might be used for research in this area and why? It is recommended at this point that the student–supervisor relationship be formalized and you can consider yourself prepared for the first formal reflection session.

## **Second Reflection**

The interim reflection session (reflection written after you have written the rough draft and met with your supervisor to discuss it) Students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. May include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered and the strategies used to overcome them.

Preparation for the interim reflection session This session is a continuation of the dialogue between supervisor and student in which you must demonstrate the progress you have made in your research. You must also be able to discuss any challenges you have encountered, offer your own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

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

By the end of the interim reflection session both you and your 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, you should continue to see your supervisor as appropriate to your needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission during your senior year. Following this interim session, you are required to complete the second student comment section of the reflections on planning and progress form and submit it to your supervisor who must then sign and date the form. Please refer to the section “Protocols for completing and submitting the Reflections on planning and progress form” for more information.

### **Third Reflection**

The final reflection session—viva voce (reflection written after the viva voce) During the viva voce, which takes place at the completion of the extended essay process, discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report. Following the completion of all three sessions, the Reflections on Planning and Progress 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.

Preparation for the final reflection session (viva voce)

Supervisors must have already read the final version of the essay, sent to them by the IB Coordinator, before this session takes place.

You should bring the following to this session:

- how you have grown as a learner through the process of reflection
- a willingness to share your personal experience and to discuss the skills and development of conceptual understandings that you have acquired through the completion of the extended essay.

It is important to note that you are not allowed to make any changes to your extended essay after this meeting. Once you have submitted the final essay, your essay may not be revised. The viva voce is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. Students who do not attend the viva voce will be disadvantaged under criterion E (engagement) as the Reflections on planning and progress form will be incomplete.

The viva voce is

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

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

## **EERPPF**

Following this final session, you are required to complete the last student comment section of the reflections on planning and progress form, and submit it to your supervisor, who must then add their own comments. The supervisor must then send the form to Ms. Spies who will confirm the authenticity of both the form and essay and submit them to the IB for assessment as one portfolio. A blank or unsubmitted RPPF will score a 0 for criterion E. The assessment criterion E (engagement) will be applied in the assessment of students' reflections. It is important to stress that examiners want to gain an insight into students' thinking processes throughout their experiences with the EE. Criterion E assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's RPPF. An essay that achieves highly against criteria A–D will not automatically achieve highly against criterion E. Students who have struggled with the EE can nonetheless achieve quite highly against criterion E. The crucial point is to show what they have learned in terms of their understanding of the research process, its challenges and their own personal development. The examiners will read the RPPF together with the EE and will want to be able to recognize the student's voice in their reflections. Once students have entered a reflection on the RPPF, they must not amend it with hindsight. Amendments will undermine the authenticity of the reflection and may hide the development the examiners are looking for. In critically reviewing your engagement in the research process, it might help to think in terms of three levels of reflection: descriptive, analytical and evaluative reflection.

Below are examples of guiding questions for the EERPPF. They are not exhaustive. Questions students may have asked and answered of themselves through the process

### **Descriptive**

- What did I do?
- How did I undertake my research?
- What were the problems I faced?
- Did my approach or strategies change throughout the process?
- What have been the high and the low points of the research and writing process?

### **Analytical**

- Was my research successful?
- If I changed my approach or strategies during the process, why did I do this?
- What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?
- How has my understanding of the topic and research process developed throughout the task?

### **Evaluative**

- If I were to undertake this research again, would I do it differently—why or why not?
- What has affected this?
- If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome?
- What can I conclude from this?
- Were the strategies I used for undertaking my research appropriate for achieving my outcomes?

- What, if any, questions emerged as a result of my research that I was not expecting?

Would these questions influence my approach if I were to undertake the research again

#### ASSESSMENT

A Focus and Method	B Knowledge and Understanding	C Critical Thinking	D Formal presentation	E Engagement
Topic Research question Methodology	Content Subject specific terminology and concept	Research Analysis Discussion and evaluation	Structure Layout	Process Research Focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

#### Overview of EE criteria

The Diploma Points Matrix

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay	Excellent A	3	3	2	2	1 +Failing condition	N
	Good B	3	2	1	1	Failing condition	N
	Satisfactory C	2	1	1	0	Failing condition	N
	Mediocre D	2	1	0	0	Failing condition	N
	Elementary E	1 +Failing condition	1 +Failing condition	1 +Failing condition	1 +Failing condition	1 +Failing condition	N
	Not Submitted	N	N	N	N	N	N



Rubric

<p>Criterion A: Focus and Method</p> <p>This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p>	
1-2	<ul style="list-style-type: none"> <li>-The topic is communicated unclearly and incompletely.</li> <li>-Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. The research question is stated but not clearly expressed or too broad.</li> <li>-The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.</li> <li>-The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. Methodology of the research is limited.</li> <li>-The source(s) and/or method(s) to be used are limited in range given the topic and research question.</li> <li>-There is limited evidence that their selection was informed.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>-The topic is communicated.</li> <li>-Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. The research question is clearly stated but only partially focused.</li> <li>-The research question is clear but the discussion in the essay is only partially focused and connected to the research question. Methodology of the research is mostly complete.</li> <li>-Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>-There is some evidence that their selection(s) was informed. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>-The topic is communicated accurately and effectively</li> <li>-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.</li> <li>-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.</li> <li>-An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li>-There is evidence of effective and informed selection of sources and/or methods.</li> </ul>

<p>Criterion B: Knowledge and Understanding</p> <p>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</p>	
1-2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> <li>• The selection of source material has limited relevance and is only partially appropriate to the research question.</li> <li>• Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. Use of terminology and concepts is unclear and limited.</li> <li>• Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</li> </ul>
3-4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> <li>• The selection of source material is mostly relevant and appropriate to the research question.</li> <li>• Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. Use of terminology and concepts is adequate.</li> <li>• The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion</li> </ul>
5-6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> <li>• The selection of source materials is clearly relevant and appropriate to the research question.</li> <li>• 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.</li> <li>• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</li> </ul>

<b>Criterion C: Critical thinking</b> This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.	
1-3	The research is limited. • The research presented is limited and its application is not clearly relevant to the RQ. Analysis is limited. • There is limited analysis. • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. Discussion/evaluation is limited. • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. • The construction of an argument is unclear and/or incoherent in structure hindering understanding. • Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. • There is an attempt to evaluate the research, but this is superficial. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.
4-6	The research is adequate. • Some research presented is appropriate and its application is partially relevant to the Research question. Analysis is adequate. • There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. • Any conclusions to individual points of analysis are only partially supported by the evidence. Discussion/evaluation is adequate. • An argument explains the research but the reasoning contains inconsistencies. • The argument may lack clarity and coherence but this does not significantly hinder understanding. • Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. • The research has been evaluated but not critically.
7-9	The research is good. • The majority of the research is appropriate and its application is clearly relevant to the research question. Analysis is good. • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. Discussion/evaluation is good. • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. • This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical.
10-12	The research is excellent. • The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. • The research is 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. 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.

<b>Criterion D: Presentation</b> 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.	
1-2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> <li>• The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.</li> <li>• Some layout considerations may be missing or applied incorrectly.</li> <li>• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</li> </ul>
3-4	<p>Presentation is good.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Layout considerations are present and applied correctly.</li> <li>• The structure and layout support the reading, understanding and evaluation of the extended essay.</li> </ul>

<b>Criterion E: Engagement</b> This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on planning and progress form.	
1-2	<p>Engagement is limited.</p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are mostly descriptive.</li> <li>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</li> </ul>
3-4	<p>Engagement is good.</p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</li> <li>• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</li> </ul>
5-6	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process.</li> <li>• 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.</li> </ul>



## Extended Essay Checklist

- 1 Is the essay within the limit of 4,000 words?
- 2 Is there a Table of Contents page?
- 3 Are all pages numbered?
- 4 Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?
- 5 Are all necessary terms defined/explained?
- 6 Are all references cited consistently and correctly, both in the body of the essay as well as in the Works Cited page?
- 7 Does the Works Cited page include all and only the works of reference you have consulted?
- 8 Does the Works Cited page specify author's title, date of publication and publisher in every reference? If it is a website have you specified, the date on which it was accessed?
- 9 Does the Appendix contain only relevant information
- 10 Are all references to any Appendix clearly cross-referenced and labelled?
- 11 Is your research question/thesis reflected in the title of your EE?
- 12 Is your research question/thesis stated clearly in your introduction?
- 13 Is your research question/thesis stated clearly in your conclusion?
- 14 Does your Conclusion address unresolved questions or any new questions that have emerged?

Extended Essay Contract

Name: -----

Essay Subject: -----

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will adhere to the regulations and guidelines and the deadlines prescribed in the calendar. I will contact my faculty mentor and IB Coordinator should there be any modifications in the above indicated information. I understand that I must complete the Extended Essay in order to successfully complete the Diploma Program.

Student Name:-----

Student Signature: -----

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will offer my parental support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in the calendar. I understand that students must complete the Extended Essay in order to successfully complete the Diploma Program.

Parent Name: -----

Parent Signature: -----

Date of Submission: -----

### Extended Essay Proposal Form

All students must provide a proposal for their Extended Essay. It is recommended that proposal should be in subject area that they study. It is recommended that students choose their stronger subjects (their higher-level subjects). It is also recommended that students approach subject teachers about the validity of their proposals prior to completing this form. Students should complete both sections below in full indicating the subject area, the supervisor and the possible title with a brief rationale explaining what is to be researched and why.

Student Name -----

Subject-----

Topic-----

Research Question

Rationale: Rationale (please attach): (1) the paper's title, (2) a statement of approximately 250 words explaining the general value of the topic (why it is important, what can be gained from studying it, and what personal interest in the subject is), and (3) a follow-up paragraph of approximately the same length that describes the specific attributes of your subject. This second paragraph should conclude with the central question that the paper will address.

Supervisor's name: -----

Supervisor's signature-----

Student's signature-----

Date-----

Copies to

Extended essay supervisor

EE Coordinator



THE EXTENDED ESSAY ANNOTATED BIBLIOGRAPHY & PRELIMINARY OUTLINE

Student Name: -----

Extended Essay Supervisor-----

Date of Submission-----

Subject: -----

Topic: -----

Title: -----

Please attach typed copy of annotated bibliography and preliminary outline to this sheet.

Annotated Bibliography (To be completed by supervisor)

Is annotated bibliography detailed and sufficient for the proposed essay?

EE STUDENT SUPERVISOR MEETING REPORT

Use the following form to keep track of the meetings with your faculty mentor, questions you wish to raise, and tasks you need to complete. At each meeting ask your mentor to sign and indicate how many minutes he or she has spent with you. Please note that IBO states that the amount of support given by the supervisor should not total more than 5 hours.

Date	Focus of Meeting	Agreed Outcomes
Time Spent	Further actions	Questions

Supervisor's signature-----

Student's signature-----

THE EXTENDED ESSAY FIRST DRAFT

Student Name: -----

Extended Essay Supervisor: -----

Date of submission-----

Subject: -----

Topic: -----

Title: -----

Please attach typed copy of first draft to this sheet.

First Draft (To be completed by supervisor) The first draft shows evidence of research and investigation into the topic. Use the grading criteria to rank the students work. Please return to IB Coordinator.

Grade Criteria:

- A. Student has turned in a first draft with several sources reflecting a wide range of references, which enabled them to write a thorough, analytical paper.
- B. Student has turned in a first draft with several sources reflecting a wide range of references, which enabled them to write a good paper.
- C. Student has turned in an acceptable first draft with several sources, but does not analyse the topic and does not have a range of sources reflecting a wide range body of research to thoroughly explore the topic.
- D. Student has turned in an inadequate first draft with few or unacceptable sources.
- E. Student has not turned in first draft with acceptable sources.

THE EXTENDED ESSAY FINAL DRAFT

Student Name -----

Student Supervisor -----

Date of Submission -----

Subject -----

Title -----