INTRODUCTION TO THE EXTENDED ESSAY

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IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE AND LITERATURE

LANGUAGE ACQUISITION

THEORY OF KNOWLEDGE

INDIVIDUALS AND SOCIETIES

EXTENDED ESSAY

APPROACHES TO TEACHING

THE IB LEARNER PROFILE

APPROACHES TO LEARNING

CREATIVITY, ACTION, SERVICE

SCIENCES

MATHEMATICS

THE ARTS

INTERNATIONAL–MINDEDNESS

Overview of the EE

- A piece of independent research/investigation on a focused research question chosen by the student in with advice from a supervisor

- Presented as a formal piece of writing (max 4,000 words)

- In one of the student's six chosen subjects for the IB diploma or two if the student chooses the World Studies option

- ~40 hr of work

- Concludes with a short interview (*viva voce*) with the supervisor

- Externally assessed

- In combination with TOK grade, contributes up to 3 points to the total score for the IB diploma

Diploma Points Matrix

TOK / EE	A Excellent	B Good	C Satisfactory	D Mediocre	E Elementary
A Excellent	3	3	2	2	Failing Condition
B Good	3	2	2	1	
C Satisfactory	2	2	1	0	
D Mediocre	2	1	0	0	
E Elementary	Failing Condition				

Once the external examiner has read and assessed the essay, a mark out of 34 will be awarded. Estimation of grade boundaries based on 2019

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

Best-fit approach and mark bands

- The examiner's aim is to find the descriptor that conveys most accurately the level attained by the student's work, using a best-fit approach. This means that compensations can be made when a piece of work matches different aspects of a mark band at different levels. There are a number of marks within a level so there is flexibility built into the marking process.

EE Assessment Criteria

Criterion	Description	Marks
A	Focus and method Topic, Research question, Methodology	6
B	Knowledge and understanding Context, Subject specific terminology and concepts	6
C	Critical thinking Research, analysis, discussion and evaluation	12
D	Formal presentation Structure, layout	4
E	Engagement Process, Research focus	6

Qualitative Studies

Conducted at: University of Virginia, McGill University, Warwick University UK

Aim: What benefits does the EE have for university study?

The overall aim of the project was to explore the learning outcomes attributable to the International Baccalaureate (IB) DP extended essay in terms of knowledge, skills, abilities, and other aspects that might prepare students for university studies.

Across all three studies, some common themes could be identified:

- Pride and a sense of achievement in completing the EE and a clear feeling that Diploma Programme students had learned a great deal from the experience.
- Recognition of learning that occurred as a result of selecting and delving into a particular topic.
- Preparing students for conducting various facets of the research process and an increased level of confidence in doing research reports.
- The recognition of the challenges in designing, conducting and reporting research.
- All of these reports can be found at ibo.org/research

http://blogs.ibo.org/blog/2013/11/20/ib-diploma-programme-research-shows-extended-essay-improves-student-approach-to-learning-in-higher-education/

IAA Students can do the EE in …

Language A (cat 1, 2 or 3)

Language B (cat 1, 2 or 3)

Biology, Chemistry, Design Technology, Physics, Sports & Health Science

Business and Management, Economics, History, World Religions, Psychology, Global Politics, ITGS

Mathematics

Theatre, Visual arts

Literature and Performance

Environmental Systems and Societies

World Studies (interdisciplinary…choose 1 of 6 themes)
**There is no advantage in choosing one subject over another.
Choose what you are interested in.**

World Studies EEs

Here the student has the opportunity to take an Interdisciplinary approach which "Draws on theories, findings and methods from two or more subjects and integrates them to produce a coherent and insightful analysis of an issue of contemporary global significance" (IBO EE Guide)

- The WS EE falls into one of these Global Themes
  – Science, technology and society
  – Culture, language and identity
  – Conflict, peace and security
  – Equality and inequality
  – Health and development
  – Environmental and/or economic sustainability

Examples of EE in WS @ IAA

- To what extent can the limited political rights of women in Saudi Arabia be justified?
  - **Equality and inequality**

- How do Jungian Archetypes and Jung's Personality Theory shape the themes and characters in George Orwell's 1984?
  - **Culture, language and identity**

- Have the post secession economic policies of Sudan been successful in driving forward development?
  - **Equality and inequality**

- To what extent is the growing Jihadi movement in North Africa a result of the colonial legacy ?
  - **Conflict, peace and security**

Sample Research Questions in subject areas

- **English A** - How is the subject of death treated in selected poems by Emily Bronte and Emily Dickinson?

- **Economics**: To what extent does the intensity of rivalry in the medical industry and consumer price sensitivity benefit Jordan's national output?

- **Biology**: What effect does the growth regulator kinetin have on the process of aging in leaves?

- **DT**: How have ergonomic factors been considered in the design of a new telephone for physically impaired people?

- **Mathematics:** What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now that we have man-made satellites?

- **Theatre**: What are the main uses and types of mask in Noh drama, and how does the mask contribute to the creation of a character in Noh?

Academic Malpractice - Duplication of Work

- EE is **NOT** an extension of an internal assessment task in one of their subjects

- EE must **NOT** be based on the same data collected for another assessment

- Should not overlap with any other work students are preparing for assessment in other subjects

- If a student submits an EE utilizing the work of another assessment component, such as an IA, he/she risks their diploma

Using ManageBac

- Grade 11 students are all familiar with ManageBac through the CAS component of the IBDP
- It is very straightforward, user friendly platform designed specifically to manage IB programmes
- Will facilitate the process for students and supervisors
- This is where students will have their there RRS (Research & reflection Space) and complete the RPPF (Reflections on Planning and Progress Form)

Student's Responsibilities

- Initiate meetings with their supervisor

- Ensure that all work is completed on time

- Read and check their work against the assessment criteria (available on ManageBac)

- Formulate a precise research question

- Use a variety of relevant and reliable sources and cite them using MLA

- Structure a reasoned argument in response to the research question on the basis of the material gathered

- Use terminology and language appropriate to the subject with skill and understanding

- Apply analytical and evaluative skills appropriate to the subject

- Submit their EE to Managebac and complete the RPPF

- Consult with their supervisor at every stage.

Supervisor's Responsibilities

- Be familiar with assessment criteria and subject reports

- Support the student throughout the research and writing

- Discuss choice of topic and **help to formulate a well-focused research question** that is appropriate to the subject

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

- Monitor progress and ensure that EE is the student's own work

- Comment on the draft

- Conduct a concluding interview (*viva voce*) with the student

- Complete the supervisor's report

- Submit a predicted grade to IB

EE Coordinator's Responsibilities

- Train students on EE requirements – see planning

- Alert supervisors of any changes made by the IB with regards to EE

- Ensure students are making progress and meeting deadlines

- With help of supervisors, communicate with parents and inform them of their child's progress
  - Progress report 2 in G11 (June 2020)
  - Progress report 1 in G12 (Oct. 2020)

How Can Parents Help?

- Listen to your child's idea- have a discussion

- Ask them about their EE topic and level of progress

- Talk to them about this periodically.

- Encourage them to take advantage of the numerous resources available to them.

Iceberg Model – Research Process
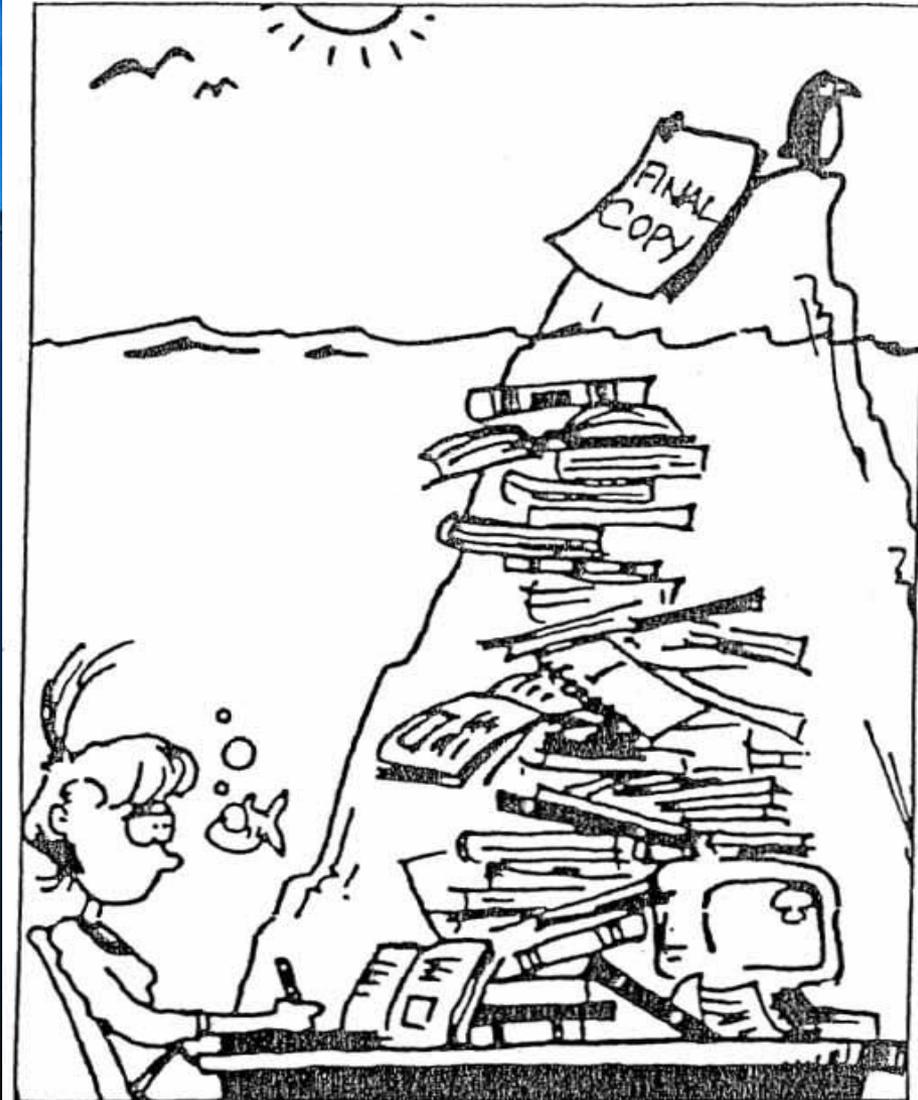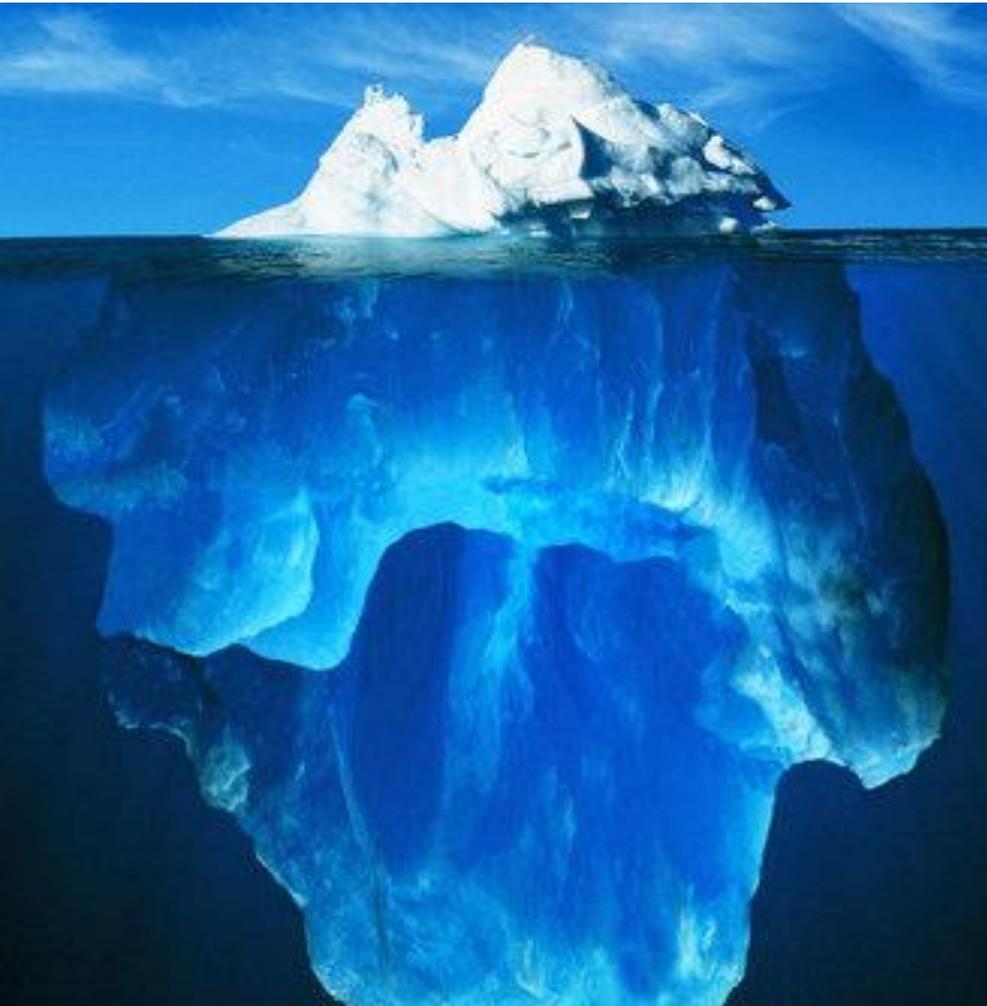
Importance of the analysis/ research/ experimentation that underpins the EE

1ˢᵗ STEP IS TO…

Read:

- The ManageBac EE Subject Centre with you son/daughter

- The IB EE Guide

Subject-specific details (also on ManageBac)

Some books are to be tasted, others to be swallowed and some few to be chewed and digested.

~Francis Bacon
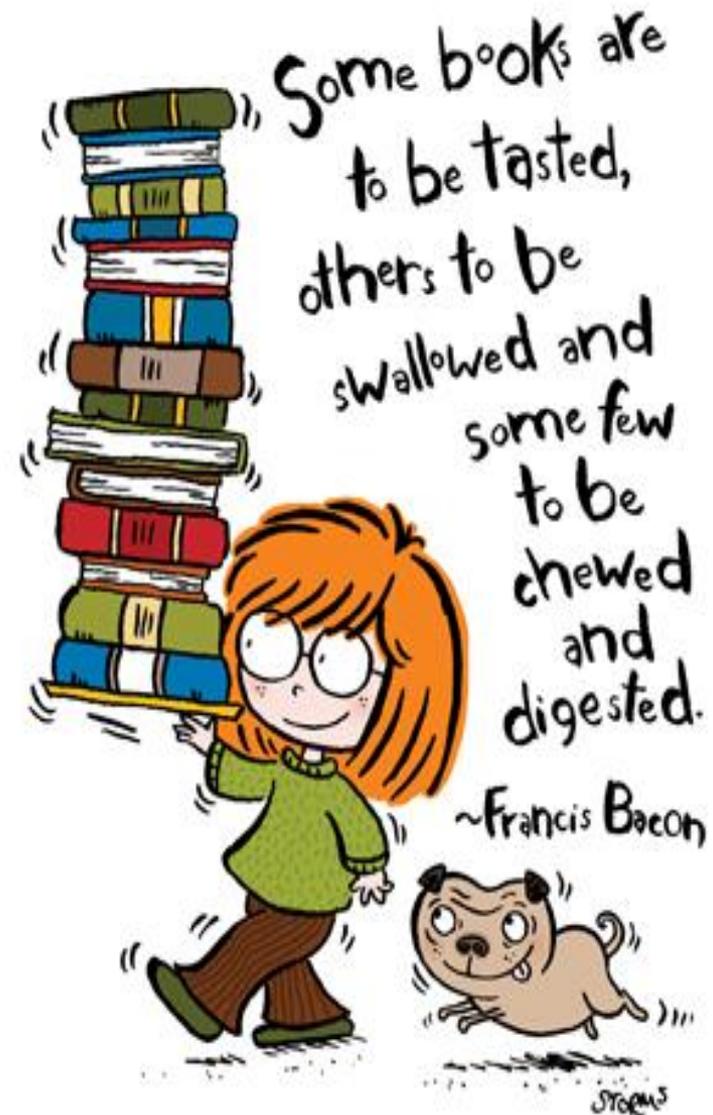
2nd STEP IS TO…

Look At Exemplars of EEs
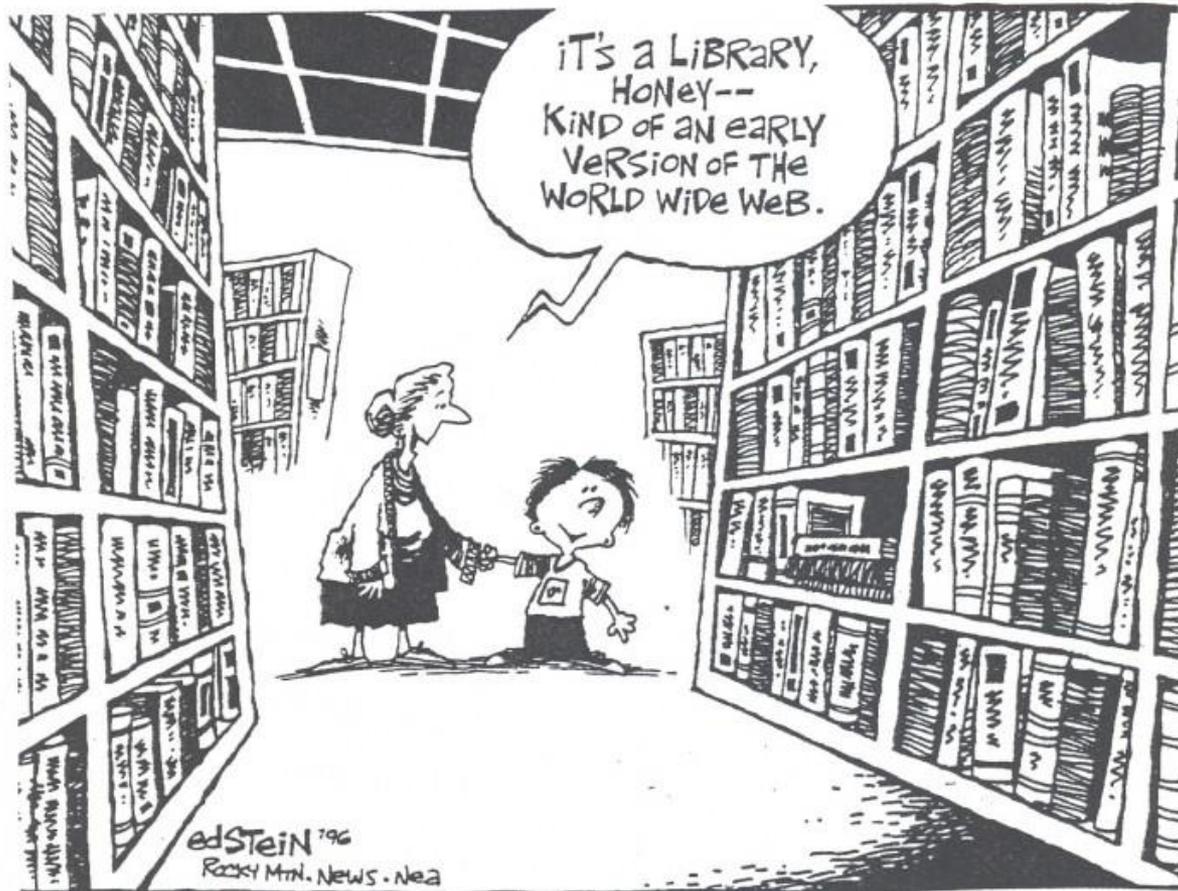
3rd STEP IS TO…

Choose The Subject(s)

4th STEP IS TO…

Brainstorm Ideas

Developing The Research Question

Subject
What are you interested in?
Pre-existing knowledge?
What are you curious about?

⬇

Topic
After preliminary research, have you found something that you can investigate?

⬇

Why is the topic significant?

Focused Research Question

Why is the topic worthy of investigation?

Developing The Research Question

- Make a **LIST** of the topic areas in the subject that interest you the most

- List **questions** that you are curious about

- Discuss this list with
  - Teachers
  - Friends
  - Family members and/or
  - Anyone else who you think may be able to give you reliable advice

Existing Knowledge

Preliminary Research

Focused Research Question

Completed by end of G11

Do I use terminology and language appropriate to the subject

Why is the topic significant?

Why is the topic worthy of investigation?

Does RQ lend itself to a systematic investigation?

Focused Research Question

Gather / interpret data / evidence

Reasoned Argument

Do I use terminology and language appropriate to the subject

Is the material relevant?

Did I consult imaginative range of appropriate sources?

Did I acknowledge my sources correctly?

Did I apply analytical and evaluative skills appropriate to the subject?

Completed by end of G11

Common Problems With EE

- Students discover too late that
    - their knowledge of the subject is not deep enough
    - there is too little data or data is inaccessible

- Selecting a topic without credible sources or limited sources in English

- Over-reliance on web-based sources

- Ethical issues regarding gathering of data or performing of experiments

- No contribution by the student – EE is a compilation of information from other sources.

- EE is descriptive not analytical
    - Describe: Give a detailed account of a situation, event, pattern or process
    - Analyse: To identify relationships ,and to interpret information to reach conclusions.

EE Deadlines – Class of 2021   Starts 10/12/19   Finishes 1/11/20

EE Support sessions	Deadlines	Mandatory meetings and RPPF

DECEMBER	PSHE Session ALL: Introduction to the EE (General Overview) and preparation for Speed Dating	December 10th 2019 DRAMA ROOM
	PSHE Session ALL: Preparing your proposal & pitch – how to use the vacation	December 17th 2019 DRAMA ROOM
	G11 Teachers to introduce EE in their class providing: • Examples of Research Questions and EEs in that subject • Subject-specific interpretation of assessment criteria and common misconceptions	December 2019
JANUARY	PSHE Session in 2 groups: Formulating a Research Question/The role of the supervisor	P7 (G11 PSHE) Jan 7th 2020
	PSHE Session: **Speed dating with Grade 12** – an opportunity to ask questions about process and product to help with subject selection	P7 (G11 PSHE) Jan 14th 2020 MPR
	EE Presentation to parents	8:00 – 9:00 Jan 26th 2020
	Sunday P4&5 (formerly 'Religion') in 3 groups : Finish your proposal and submit & prepare your pitch	P4&5 Jan 26th 2020
	Deadline: Submission of EE proposal: subject, research topic and short explanation (200 words) with minimum 2 academic references to ManageBac	Jan 26th 2020
FEBRUARY	Sunday P4&5: Prep for pitching sessions	P 4&5 February 2nd & 9th 2020
	Deadline: Tuesday afternoon : Pitching proposal to groups of potential supervisors	Tuesday February 11th 2020 WHOLE AFTERNOON ALL DP teacher
	Deadline: Tuesday afternoon : Pitching proposal to groups of potential supervisors	Tuesday February 18th 2020

	Supervisors are assigned	Before March 1st 2020
MARCH	PHSE Session: Criterion B The annotated bibliography introduction	P7 March 3rd 2020
	Sunday P4&5 Session Criterion B The annotated bibliography workshop Group 1	P 4&5 March 8th 2020
	Sunday P4&5 Session Criterion B The annotated bibliography workshop Group 2	P 4&5 March 15th 2020
	Check in session 1 with Supervisor • Formulating the Research Question (RQ)	Before March 15th 2020
	Sunday P4&5 Session Criterion B The annotated bibliography workshop Group 3	P 4&5 March 22nd 2020
	Sunday P4 &5 Session: Criterion E – The what and why of quality reflection? / EE Making an Argument/Annotated bibliography trouble shooting (3 groups)	P 4&5 March 29th 2020
APRIL	**Mandatory Meeting** with Supervisor 1/3 • Supervisor provides feedback on RQ and RRS on Managebac • Complete 1st reflection (RPPF) on Managebac	Before April 16th 2020
	Deadline: Submit annotated bibliography	Before April 25th 2020
MAY	PSHE Session: Producing the introduction and outline 1/2	P7 May 5th 2020
	Check in Session 2 with Supervisor	Before May 7th 2020
	Sunday P4&5 Session: Producing the introduction and outline 2/2	P 4&5 May 10th 2020
	EXTENDED DAY OUTLINE WRITING DAY 9:00 – 12:25	May 12th 2020
	Sunday P4 & 5 : Academic Honesty & MLA Referencing and expectations for summer work	P 4&5 May 17th 2020
	Deadline: Submit Introduction and outline 2,000 words minimum	May 19th 2020
JUNE •	**Mandatory Meeting** with Supervisor 2/3 • Discuss 1st draft • Complete 2nd reflection (RPPF) on Managebac	Before June 15th 2020

Summer Vacation	
Extended Essay Morning Criterion D & E/ Checklist	TBA August 2020
Deadline: Submit full draft 4,000 words and works cited	August 30th 2020
Check in Session 3 with Supervisor • Discuss strengths and areas of improvements for final draft	September 2020
Deadline: Submission of final paper	October 6th 2020
Mandatory Meeting with Supervisor 3/3 (Viva Voce) • Complete the final reflection (RPPF) & Supervisor report on Managebac	Before November 12th 2020

If we knew what it was we were doing, it would not be called research, would it?

Albert Einstein