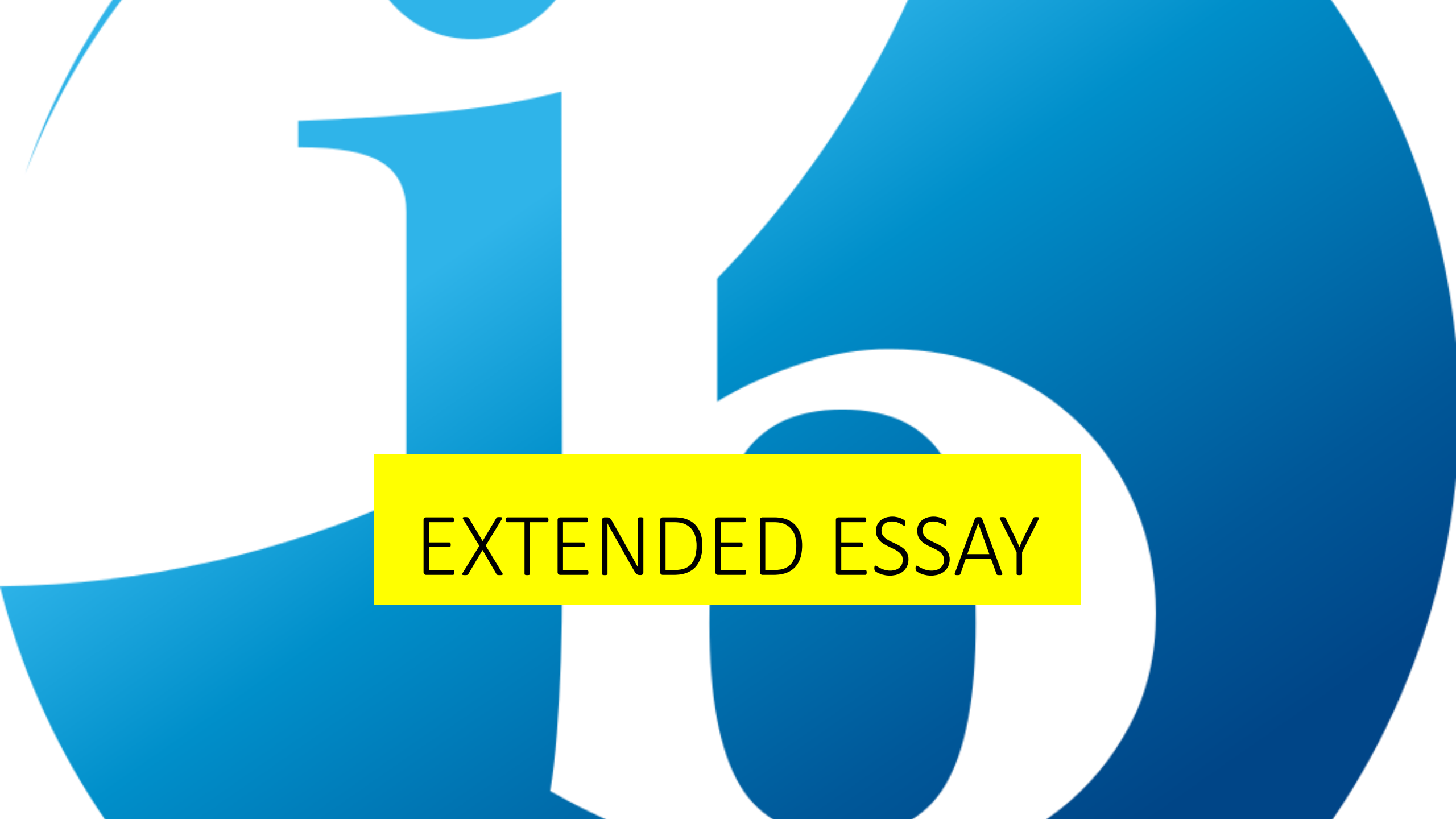




EXTENDED ESSAY



KEY FEATURES OF AN EXTENDED ESSAY

- 1. The extended essay is compulsory for all students taking the Diploma Program.
- 2. A student must achieve a D grade or higher to be awarded the Diploma.
- 3. 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 diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

- 4. The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- 5. 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.
- 6. It is the result of approximately **40 hours of work** by the student.
- 7. Students are supported by a **supervision process recommended to be 3–5 hours**, which includes **three mandatory reflection sessions**.
- 8. The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

STUDENT RESPONSIBILITY

- Choose a subject from the available extended essay list. See Diploma Programme coordinator or extended essay coordinator for details.
- 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.
- Observe the regulations with regard to the extended essay, including the IB's [ethical guidelines](#).
- 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 three 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).
- Use a Researcher's Reflection Space

Internal Deadlines

- Extended Essay training begins in December of junior year
- The Extended Essay is due January of senior year
- Deadlines are set by the coordinator to facilitate the completion of small steps as they support the larger project
- The deadlines for each cohort are posted separately

Researcher's Reflection Space

- Record reflections
- Respond to artefacts
- Respond to prompts and question from class
- Create graphic organizers
- Record emerging questions
- **THIS IS NOT OPTIONAL** – “Students are expected to share excerpts from the RRS in discussions with their supervisor” *EE Guide, pg. 57*
- The format is up to you 😊 - Physical notebook, virtual (ManageBac)?

Role of the Student

Do:	Do not:
choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality	choose a topic or research question that you have seen in exemplars and that have been done too many times before
develop a Researcher's reflection space that will facilitate planning and preparation for reflection sessions	overlook the importance of planning and how this can contribute to success in your extended essay
make the most of your supervisor's availability to guide you in the process	try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.
prepare for reflection sessions appropriately	
meet all internal deadlines	
maintain a reference list as you work	
familiarize yourself with relevant policies.	

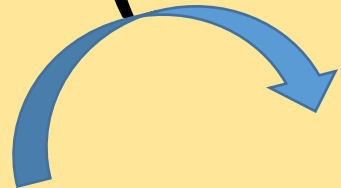
Tiers

- Subject (discipline area)

- Topic

- Question

- Approach (methodology/treatment of topic)



Literature review (research)
and resource selection



DISCIPLINE AREAS

- Lang A - Language and Literature - English
 - Cat 1 – novel; Cat 2 – compare novel in English with translation; Cat 3 – language
- Lang B – Spanish or French
 - Cat 1 – language in cultural context; Cat 2 – sociocultural impact on language; Cat 3 – novel
- Business Management
- Economics
- Geography
- Global Politics
- History
- Information Technology in global society
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions
- Mathematics
- Biology
- Chemistry
- Physics
- Computer Science
- Design Technology
- Sports, exercise and health science
- Dance
- Film
- Music
- Theatre
- Visual Arts

DEVELOPING THE RESEARCH QUESTION

1. Choose a subject and topic of interest.

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.

2. Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue.

Questions they must consider at this stage are:

- What has already been written about this topic?
- Was 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 this reading?

3.Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “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 research 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 time available)?
- **Arguable:** Does the research question allow for analysis, evaluation and the development of a reasoned argument?

and now it's time for something
completely different

Understanding Research

What it is, what it isn't and how to survive it...



What is Research...really?

Research is...

- A continuous cycle of attempting to answer a “big question”
- An exploration for “truth” or “understanding” or “meaning”
- Messy business
- A “dialog” between the researcher and information
- A “synthesis” of facts, data and other information that becomes “new learning”

Research is NOT...

- Looking up websites using Google
- Reading a few articles (or a book) and writing a paper
- “Proving” a favored point-of-view (cherry-picking)
- Pushing an agenda

Some Kinds of Research

Personal
Enrichment

**They all have different
“flavors” but they follow a
similar process with
recognizable features.**

Field
(Psychology &
Sociology)

Political
(Polling,
Surveys, etc.)

Academic

Scientific

The word “RESEARCH” means “re”=again;
“search”=look for/at.

Research is a **CYCLE** that always progresses
toward better understanding.

Research **REQUIRES** the researcher to

- Be curious
- Be objective
- Be honest
- Be okay feeling frustrated and overwhelmed
- Question & Evaluate all information
- Work through the **PROCESS** and **BACKTRACK** whenever necessary

Research is **MESSY** business. It is **NOT** always
FUN. But, if done well, it can be a source of
great satisfaction and learning.

