



Name:



MUNICH

INTERNATIONAL

SCHOOL

Extended Essay

Process Journal

(EEPJ)

FOR 2020

to be used in conjunction with the IB Diploma Programme
Extended Essay Guide from May 2018

RQ:

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Final as of 6 May 2020

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John McMurtry

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What is an Extended Essay (EE)?

The Extended Essay will most likely be the first piece of your own independent research and academic writing. An Essay, of fewer than 4,000 words, based on your own research and writing in one IB subject, properly referenced and following an academic essay format, will be a significant challenge in your IB Diploma Program.

This essay process, will allow you to learn **essential skills**, such as research, communication and self-management, all of which will stand you in good stead for your future plans, whether that is university or something else. Your final essay will also be a useful piece of work for your university applications and something you should be proud to call your own.

This Process Journal (EEPJ) is your guide and workbook through the essay-writing journey. The journal will aid you in keeping track of your ideas, problems and solutions, along with the guidance from your supervisor as you proceed. This will help you with the collection and sorting of research and your ideas so that when you come to writing your essay, you will have this all at your fingertips. Use this journal effectively, by bringing it to all Supervisor meetings, allowing you and your supervisor to make comments along the way, and help you with your action plan. This will also provide evidence for the Holistic Judgment assessment.

So what will you need to do to create the Extended Essay?

Get Started

- Select a subject area in two IB subjects, ideally those that you study.
- Decide on a few topics to investigate within these subjects, most importantly topics in which you are really interested.
- Submit a proposal of **two** subject areas with several topic ideas for the allocation of the EE supervisor.
- Develop a PRELIMINARY Research Question to address the topic.

Researching

- Research a variety of materials and sources to acquire support for your analysis and arguments.
- Keep exquisite records of where and when you found your materials so that you can properly and completely reference the words, ideas, images and data of others that you used in your essay. You will most likely need to go back to check these again when you are writing so you can save enormous amounts of time and reduce your stress by doing this carefully!
- Read critically the IB Extended Essay criteria so that you write to meet the highest level you can achieve.

Writing

- Write one full draft version to obtain your supervisor's feedback. The **better the draft is**, the **more complete the feedback** can be to help you meet the **highest achievement levels** of the criteria, so take this part very **seriously!**
- Reflect on the feedback and comments to complete your final essay by the deadline. Do pay attention to what the supervisor tells you, so that you can improve your work in your own way.
- Be authentic in your work, which means that you ensure that you are the author of the work, using proper citations and do not receive too much help in expressing your ideas from someone else.

Researcher's reflection space (RRS)

The [*Researcher's reflection space*](#) (page 56 EE guide) and in your ManageBac EE page will be your space to record your developing thoughts, frustrations, discoveries and accomplishments. You can create this space in any way that works for you but you do need to have this.

This Process Journal will give you some support to develop your ideas towards developing your essay.

There are many ways the RRS will help the student writer.

- Record of the student's observations and reflections on the research, thoughts and experiences
- Support the planning and decision-making process of the EE
- Develop critical and evaluative thinking skills

Where can I find the information that I will need?

What challenges have I encountered and how did I resolve the problems?

○ Illustrate the evolution of ideas and thoughts in the development of the **reasoned arguments**. There are no strict structures for the RRS so be open to your feelings and what works for you. Try to keep track of the dates of each development so that you have evidence for your thoughts.

- Mind maps or concept maps
- Journal or diary entries
- What works for you but you must be organized to be able to work effectively, efficiently and with confidence. Not keeping track of your ideas, thoughts, discoveries and problems will only lead to frustration, grasping at the wrong straws and wasting your time for the EE and your IB studies.

The RRS is your private space but you should share important portions with your supervisor to support their authentication of your work. This is why the dates of entries of your discoveries, frustrations, obstacles or troubles you face are important milestones in your EE work.

Lastly, the RRS will assist you in writing your Interim and Final reflection entries for Criterion E: Engagement. This criterion is assessed by the examiner after reading your Reflections on planning and progress form, which you will upload with your EE.

Extended Essay Timeline for May 2020- Final

THE STRUCTURE and PLANNING

<u>Introduction</u> of the RaW (EE) and EEPJ distributed to all grade 11 students	7 Feb
<u>Discuss</u> ideas with various subject teachers	Feb- March
EE subject submission to ItsLearning survey	12 March
Ski Break	23 Feb-3 March
EE proposal presentations- round 1	25-26 March
EE proposal presentations- round 2 if needed	8-9 April
<u>Allocation</u> of Subject and supervisor	before 12 April
Spring Break	13 -28 April

THE RESEARCH & DRAFTING

<u>Working</u> on the extended essay with your supervisor	May to June
You should meet with your supervisor, keeping a Record of Progress_(page 8-9)	
<u>Submit</u> RPPF Initial Reflections (100 words max) in MB Planning & progress .tab + RQ to ManageBac EE proposal+Action plan to ManageBac EE worksheet	7 June
<u>RaW (EE) working day I</u> - mandatory attendance for all grade 11 students	21 June
You must have completed, cited resources and your ongoing bibliography	
<u>RaW (EE) working day II</u> - mandatory attendance for all grade 11 students	26 June
<u>Submit</u> to supervisor before 2 pm at least one of the following: (i) draft EE (ii) Detailed action plan or (iii) Detailed EE outline- consult your supervisor	
Summer holidays -Reading, researching, completing 1st Draft	28 June - 20 August
Progress Check with Supervisor <u>2nd official meeting</u>	25-30 August

THE WRITING & EDITING

<u>EE working ½ day</u> - mandatory attendance, work on completing the draft	29 August
<u>EE working ½ day</u> - mandatory attendance, complete a draft	30 August
YA time - self-assessment on the criteria & Progress Check (page 29)	18 September
<u>Submit</u> the EE draft version to Turnitin.com	7 October
<u>Submit the Full Draft</u> (≤4000 words)- to ManageBac in HR by 9:20	8 October
Must include all the elements listed on the Checklist for Progress Check (page 29)	
Supervisor returns the Draft and feedback to candidate	latest by 18 October
Fall Break	19- 27October

THE FEEDBACK

Students can receive feedback on only one complete draft. After the draft, the supervisor must see only the final version.

Students must work on the Interim reflections after the required Draft feedback meeting

Submit Interim reflections to **ManageBac Planning & progress** **31 October**

(100-150 words max.)

EE Draft to Final working ½ day (ER?) **8 November**

THE FINAL

No classes **20 November**

Submit Final version to Turnitin.com **21 November**

Be sure to have all the required elements shown on the Checklist for Progress Check (page 29)

Submit_FINAL COMPLETE VERSION to ManageBac in HR by 9:20_ **22 November**

Final official meeting for the vive voce REQUIRED **before 12 December**

Submit Final Reflections after the vive voce (≤500 words for all 3 reflections)
20 December

Upload of Supervisor's comment to ManageBac Process and planning tab
by supervisors **15 January 2020**

EE Poster presentation –Create an abstract on one A3 page **15 January 2020**

Upload of EE Final version by students to e coursework system **29 January 2020**

Upload of RPPF EE coversheet comments by supervisor
to e coursework system by supervisors **before 14 February**

Record of Progress

Keep track of the meetings and appointments with your supervisor. If you make an appointment to meet your supervisor, you should actually show up, otherwise have the courtesy to cancel in advance if you cannot make the meeting! Do not feel you are limited to this schedule- meet your supervisor as often as you need to. At each meeting, record the goals to be accomplished before the next meeting

Table 1- Record of Progress (also e version in ManageBac files)

Date and time	Where?	Goals for the meeting	What is to be done to meet the goals of the next meeting?	Supervisor's Initials & comments
From 7 Feb	EEPJ	Get started thinking, brainstorming, reading, researching. Talk with possible subject teachers about EE Proposal	Work on EE Proposal	
12 March	Its Learning	EE proposal		
By 24 May	EEPJ	Initial official meeting with Supervisor Discuss ideas for the Research Question Discuss the Initial Reflections (100 words max)-page 25 EE guide		
Before 7 June	Manage Bac	Submit Initial Reflections to ManageBac- Planning & progress tab -REQUIRED Submit Action plan to ManageBac worksheet Submit working RQ to ManageBac proposal		
June	Manage Bac RRS	Discussions about the methodology & approach to the research, writing to the criteria Criteria Focus page 10-11		
21 June		EE Working day 1 Initiate the arguments, full citations of all research and develop the bibliography		
26 June	Manage Bac RRS	Extended Essay Working ½ day 2- Approx. 1000 words in a rough draft / full outline, an up to date bibliography.		

GRADE 12- Your supervisor will help you set target deadlines for subject specific steps in the process				
Date and time	Where?	Goals for the meeting	What is to be done to meet the goals of the next meeting?	Supervisor's Initials & comments
By 25 August	EEPJ	Record of Progress EE working ½ day with Criteria Focus page 10-11		
Gr 12 retreat 29-30 August	Manage Bac RSS	EE Working days – Advance on a working draft		
August-Sept		Preparing for the Draft submission		
7 Oct 8 Oct	TII Manage Bac	Submit the Draft to TII Submit Draft to ManageBac Must include all the elements listed on the Checklist for Progress Check page 29		
By 18 Oct		Discuss the supervisor's feedback		
Fall Break	19 -27 October			
31 Oct	Manage Bac	Submit Interim Reflections (100-150 words) to ManageBac Planning & progress tab REQUIRED Revise RQ in EE proposal if necessary		
20 Nov 21 Nov	TII Manage Bac	Submit the Final Essay to TII Submit Final Essay to ManageBac in HR by 9:20		
Before 12 Dec	Manage Bac	REQUIRED PARTICIPATION in the vive voce with supervisor		
By 20 Dec	Manage Bac	Complete Final Reflection (250-300 words) in ManageBac Planning & progress (be aware of 500 word count limit for all 3 reflections!)		
After 15 Jan 2020	IBIS	Upload Final EE from MB to IB by students		
15 Jan 2020	Cafeteria	EE Poster Presentation to Gr11 1 A3 sheet to illustrate your essay		
Before 14 Feb 2020	IB e-course-work	Upload of RPPF by supervisor		

Criteria Focus form

by 24 May, 21 & 26 June, 25 August and 21 Nov

The comments can be written **in your ManageBac EE page in Notes, RRS or use the electronic version found in ManageBac files.**

Table 2- Criteria Focus form

Things to consider	Student comments	Supervisor comments
<u>Research Question</u> Clarity? Focus? Arguable? Preciseness? Validity?		
Review a list of resources acquired to date Variety? Imaginative? 1° sources? 2° sources? References in works cited page? Now is the time to have make your citations for ideas, works, images, graphics that are not your own. Not later!		
<u>Criterion A Focus and Method</u>		
<u>Introduction</u> A clear focus of the essay? Scope of the research? Significance of the study? Your contributions and engagement? Insight into the argument?		
<u>Investigation</u> Subject specific strategies, methods and tools? Planning? Timeline? Your contribution and engagement? Do you write about the choices you made- how and why? Do you write about your engagement in the research? Do you write about the novelty of your RQ idea?		

Do you write about the insight you had to pursue ideas?		
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<u>Criterion C Critical Thinking</u>	Student comments	Supervisor comments
<u>Reasoned Arguments</u> Clarity? Logical thoughts and layout? Support for the arguments? See ItsLearning EE process for links.		
<u>Analytical and Evaluative Skills</u> Appropriate skills to the subject material? Complexity of analysis? Critical evaluation of resources, techniques, analysis?		
<u>Criterion B Knowledge & understanding</u>		
<u>Appropriate Language</u> Subject specific language use? Spell check, grammar check? Clarity yet with rich language?		
<u>Criterion C Critical Thinking</u>		
<u>Conclusion</u> Refers to the RQ? Consistent with evidence from investigation? Critical evaluation of the research? Unresolved questions if appropriate (things that could not be addressed in the timeframe yet are important to the RQ) No new material?		
<u>Criterion D Presentation</u>		
Images, tables, graphs, diagrams with titles and citation. Page format is correct? Works cited page is correct? If Language A or B, EE category? NO student name, session number, supervisor name, school name or school number! You may have your personal code on the title page.		

Reflections on planning and progress form (RPPF)

Reflections are assessed in Criterion E Engagement and consist of three entries to your [ManageBac EE page Planning and progress](#). The total word count for all three reflections must be ≤ 500 words.

1. Initial reflections (about 100 words)
2. Interim reflections (about 100-150 words)
3. Final reflections (about 250-300 words)

After your discussions with your supervisor, you will need to complete all your reflections within 500 words and have your supervisor confirm in ManageBac. Your reflections will be locked after each entry so be sure to **draft your ideas and check your word count for each reflection before you upload to ManageBac.**

Candidate: From May 2018, please refer to the ‘Extended Essay Student Guide’ when completing this form. This RPPF form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work.

The completion of this form is a mandatory requirement of the EE for assessment in May 2020. The RPPF must be submitted together with the completed EE for assessment under Criterion E.

Table 4 – Development toward the Final Research Question

As you do research, thinking and writing, you will certainly make changes to your RQ. Use this table to record the changes and why.

Date	Research Question variations	Comments - what is good or what is wrong with this, why should you change this?
24 May	Preliminary RQ	Let this grow, change and develop but know why!

After the draft!	<u>FINAL RESEARCH QUESTION</u>	

Research Process

Be sure to write the references and include them in your note taking process and in the draft versions **as you work!** Use Document Elements / References in Word as this will allow you to be more organized and also avoid academic honesty issues later. Refer to the [MIS MLA citation guide](#) in ItsLearning 2020 Diploma and ManageBac files.

DO NOT EVEN THINK YOU CAN PUT IN REFERENCES LATER!

Using your research question, create a list of KEY WORDS, which you will use to guide your research.

Example of developing key words for research

Here is an example of how to do this. As you do more research, you will find more key words to guide your work.

RQ: What is the effect of the concentration of "GrowBetter" fertilizer on the rate of new leaf growth of <i>Elodea canadensis</i> .					
Terms in RQ	Plant growth factors	<i>Elodea canadensis</i>	"GrowBetter" fertilizer	Growth rate in plants	Concentrations
Related terms	Plant nutrition	Pond weed or "wasserpest"	Manufacturer of "GrowBetter"	Leaf formation	Serial dilutions
Other Synonyms	Mineral nutrition of plants	Aquarium plants	Nutritional content of "Growbetter"	Leaf primordia	Molarity

Try to keep a theme in each column to focus your thoughts and research. The way you use different keywords in your research will influence what you find. An example of this is: World War 2, World War II, WWII and 2nd World War will return different search results in various search engines.

Boolean search techniques you need to consider:

AND : mineral AND nutrition will find sites with both words but not necessarily together.

OR : Elodea OR pond weed OR wasserpest - will find sites with any one of these terms.

Quotes : "Mineral nutrition" will find only sites with the exact words.

Swf : after your keywords will select shockwave flash animations and simulations.

Keep the table updated as you research so as to track your ideas.

Table 5 – Developing your key words for research

Enter your RQ:				
Terms in the RQ				
Related terms				
Other synonyms				

Reliability and validity of sources & MIS resources

In research, the writer must consider the reliability, credibility and validity of the works used.

Define the terms

Reliability	
Validity	
Credibility	

Table 6 Reliability & Validity

The [Academic Honesty](#) (page 90-91 of the EE guide) provides the following types of questions you can ask about the sources you use.

	Questions	✓ for your source
Authority	<ul style="list-style-type: none"> ○ Is the author of the information identified? ○ If anonymous, why? Is this significant to your evaluation of the information presented? ○ Is there enough information for you to establish the author’s credibility? ○ Is the author affiliated to a credible organization? ○ Is the author qualified to write about the subject? 	
Audience	<ul style="list-style-type: none"> ○ Who is the intended audience? ○ Does the information address the target audience? ○ Is the information relevant to your research? 	
Reliability & credibility	<ul style="list-style-type: none"> ○ Does the information appear to be valid & well researched? ○ Is the information supported by evidence? ○ Can the information be verified through other sources? ○ Is there a non-web equivalent to verify the information? ○ Does the URL indicate the source of the information? ○ .edu or .ac for educational (academic) sources ○ .gov, only for governmental agencies ○ .net for network ○ .org for any organization 	

Accuracy	<ul style="list-style-type: none"> ○ Is there an indication as to who is responsible for the accuracy of the information? i.e. an editor? ○ Has the information been reviewed? ○ Are there typo or grammatical errors? What do these suggest about the source? ○ Has a bibliography of sources been included? 	
Objectivity	<ul style="list-style-type: none"> ○ Is the information fact or opinion? ○ Is the language biased? ○ Is there an objective view point or is the opinion clearly stated as such? ○ Is the source a personal website or blog? ○ Is the author affiliated with an institution or organization which might create a bias in the information? 	
Currency	<ul style="list-style-type: none"> ○ Is the source kept up-to-date? ○ When was the last update? ○ Are the links working and updated? 	

Research Tips

The way in which you research depends on your subject area. Literature essays need to start with the primary work(s) while in other subjects, you should search wide first then narrow down.

- a. Search **preliminary sources** to identify primary sources using your list of key words.
 - Use a number of Search engines. [Teachthought](#) is a fantastic resource to find a number of different search engines for all subject areas to get a great list of better places to look than just Google! Using a variety of Internet search engines will give different results with the same keywords. This is critical for criteria C Investigation and F Application of analytical & evaluative skills.
 - Wikipedia is **not** a valid reference for an Extended Essay, but may be a good place to start looking for information and keywords for researching you topic. You can then use the external links (at the bottom of the Wikipedia page) to verify and corroborate the facts. These can then be cited in your essay and Works Cited list.
- b. Review **secondary sources** - Reports by a writer about research or results that come from others, such as literary, historical or scientific reviews. Use the Library Resources !
- c. Select **primary sources** - A writer or researcher communicating directly with you through their books, interviews or research paper.
- d. **Clarify your method of investigation** with your supervisor- this will guide you through the whole process.

List your keywords used in your search.

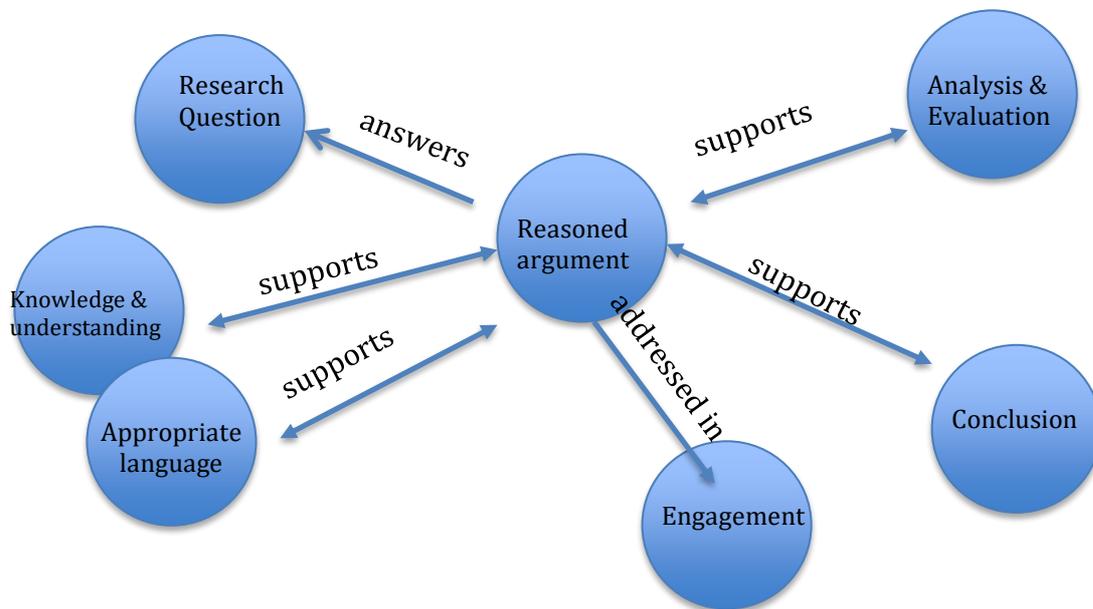
List the various search engines from the [Teachthought.com](http://www.teachthought.com) website and evaluate the engine for the same keywords. (<https://www.teachthought.com/learning/100-search-engines-for-academic-research/>). You really need to investigate some of these websites and see the difference from a Google search you get.

Table 7- Evaluation of search engines from Teachthought.com

Search Engine	Types of sources provided	Evaluation of the search engine

Reasoned argument activities

1. Focus student attention on a keystone aspect to the EE.
2. Provide approaches to the reasoned argument with concrete ATL strategies.
3. Apply the strategies to the student’s specific RQ.



How is the reasoned argument explained in the subject specific guidance for your EE subject? What can you take from the [EE guide](#) for your subject (you might look at other subjects guidance too)

The use of TOK skills are equally important here in the EE.
 Do consider including RLE (real life examples) to support your claim / counterclaim.
 Have you considered the perspectives built into the arguments? From where does the perspective come?
 Evaluation must include an explanation of why one argument is better than another.

Work with your own preliminary RQ.
 Use any framework that suits your way of THINKING and reflect on why one framework works better for you than other frameworks. Share your thoughts with your EE supervisor.

Table 8- Developing the Reasoned argument table framework

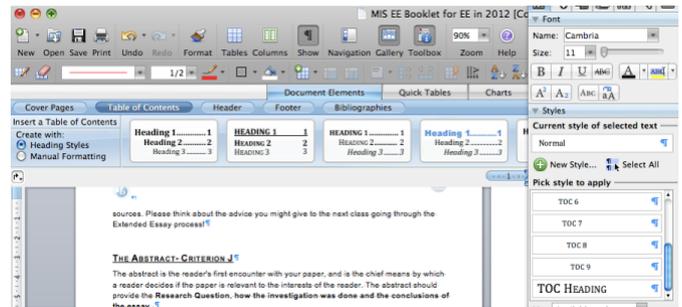
Your preliminary RQ	
Claims to develop in your argument	
Claim 1.	
Evidence for / claim	Evidence against / counterclaim
Claim 2.	
Evidence for /claim	Evidence against / counterclaim
Continue for as many points as you need	
Balance of PRO (Claims) / CONTRA (counterclaims)	
EVALUATE YOUR ARGUMENT-	
IF YOU NEED TO, REPHRASE YOUR PRELIMINARY RQ BASED ON THE EVALUATION OF YOUR ARGUMENT	

How to use References in Word

Different versions of Word have either Document Elements or References but they both work in the same way and are really the simplest system to use. The lazy writer will even find this simple! But yes, you will need to compose in Word. However, if you choose to compose in another word processor system, use Document Elements / References to create your TOC, in text citations and Bibliography and then transfer across to your essay.

Make a Table of Contents- A TOC is the list of section headings that helps the reader can find a section quickly and is required for Criterion D Presentation.

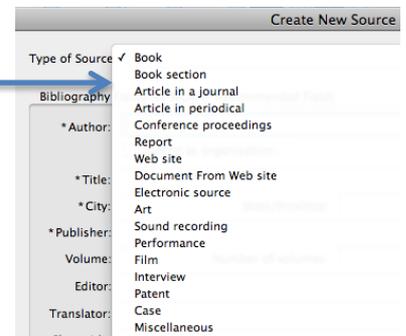
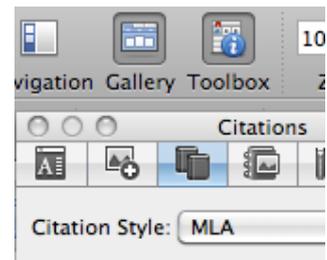
1. Type your essay with section TOC headings and subheadings, using the Styles in the toolbox.
2. Now click at the beginning of your essay.
3. Click Gallery, then Document elements/ table of contents/ choose the heading style you want. All the headings will automatically be picked up and put in the TOC with their page numbers. When you change your text, you can update the page numbers or the whole table easily with one click.



Make In text Citations are absolutely required in all IB, university and professional work!

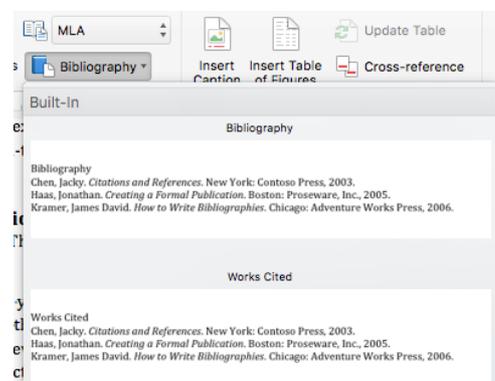
You must clearly indicate the ideas, words and information you use from other sources. You should talk to your supervisor about the style for your subject but the MLA in-text format is explained here.

1. Place your cursor in your text for this new citation.
2. Open the References, then click on Insert Citation to create a new citation.
3. Select the type of source
4. Complete as many windows of information as you can.
5. When the citation appears in the list, the in-text citation will be added to your text where your cursor is placed.
6. You can edit the in-text citation to add page number or years as needed.

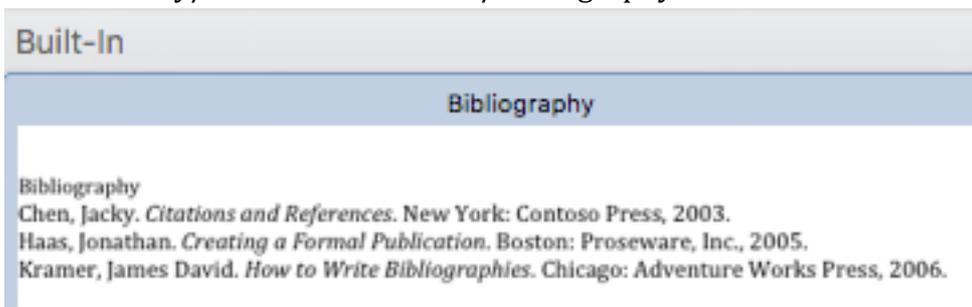


Make a Bibliography - This is the alphabetical list of works that are specifically referred to in the essay. This may seem complicated but the time this method saves will be incalculable.

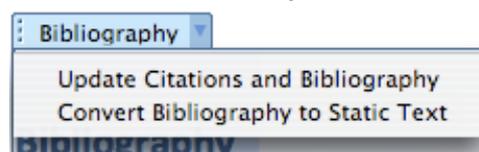
1. Create citations as you write with the citation creator in the toolbox.
2. Click the + add a new citation, using the template. Select the type of source. You will want to have the source with you when you do this.
3. Attention! MLA version 7 as in our MacBooks does not ask for URL but these are important to include for the reader to find your source.



4. Attention! You must indicate the date of access for all websites
5. When you have completed your list of citations, place your cursor where you want to place the bibliography.
6. Select Gallery/Document elements/Bibliography



7. If you later add or change citations, you can easily update the bibliography.



You will need to add the page number from the book in the text citation. Your citation should look like this. (IB 38)

The Document Elements/ References creator keeps all the elements together in the one document and can be updated as changes are made.

Be aware that the Bibliography page from Document Elements/ References will insert all the works in the list, so you will need to delete those that are not directly cited in your essay. These in text citations are **not** part of the word count.

A Bibliography is required and NO Draft or Final will be accepted for submission at MIS without a bibliography.

Writing the Draft- A Process

Refer to the exemplar EEs in ItsLearning / EE Process / Excellent EE for samples of essays that earned a grade A to see how excellent essays were formatted.

Do realise these essays were assessed under different criteria than for your EE!

According to the IB policy, your supervisor will be able to **read and comment on ONLY one complete draft version** of your essay submitted by the deadline. The importance of the draft is to receive the clear guidance the supervisor can provide to you. This feedback will be about how well you address the criteria, your writing style and organisation of the essay.

Previous students will tell you that **the better the draft is, the more complete the feedback will be!**

A record of progress & progress check will be **made** before the Draft deadline of 7 October to TurnItIn and 8 October to ManageBac.

To be sure to focus on your EE, print and hang your EE RQ over the camera of your laptop so that you have the RQ in front of you as you write.

Write notes on primary sources, keeping your Research Question in mind! Keep a good file of your notes so that you can refer back to them later in the drafting process. If you actually use the card method, you can arrange the cards in the order you need them to write the draft.

Write your Draft from your notes **with the assessment criteria in front of you!**

Refer to the subject area guidance section in the EE guide which gives more details for each criterion relative to the subject area. Be sure to use the spell check on your text and re-read the text **aloud** for clarity or have your computer read your work back to you. Your eyes will know what you typed and skip over typos but your ears will catch most typos!

The Draft **must** include proper references, including proper in-text citations.

SAVE, SAVE, SAVE AND SAVE AGAIN! You will need to upload an electronic copy so be sure to save your latest version. Upload of Word or PDF versions only- **you may not submit an essay in Pages.**

Save each version in a folder called EE using a date name, because older versions give evidence of your efforts and work, for example, “**mcmurtry_EEBio_draft_27 June**”. This way, you will know which version is the most recent. If your laptop crashes, at least older versions may be recuperated. But be sure to keep a backup copy somewhere else than on your laptop!

- on the One Drive Cloud,
- your email account,
- in your school account,
- in Dropbox
- an external hard drive,
- on a 2nd computer at home.

If your laptop has a problem, you will have great peace of mind knowing that you have not lost everything. **No excuses for deadlines** missed because of lack of saving or computer crashes or printer problems! **Proofreading** your own work is absolutely necessary **BEFORE** you submit your work! Be sure that you have a spell check for the language in which you will write!

NO EXTENDED ESSAYS WILL BE SUBMITTED TO THE IB IF A DRAFT VERSION HAS NOT BEEN GIVEN TO THE SUPERVISOR.

If you feel you are having trouble, speak to your supervisor or the IBDP Coordinator sooner than later.

Presentation- Criterion D

An Extended Essay has a standard format

See Itslearning 2020 Diploma EE process for examples of past **Excellent Extended Essays** to see how other students presented their essays. You **MUST** realise that previous EE's were assessed under different criteria than those for your essay. But the structure, format and depth of the EE is still similar.

Criterion D: Presentation will assess, in part the basic structure of the essay as well as the details.

○ **Title Page:**

- **DO NOT include your name, your IB session number, name of school**
- **DO NOT include your Supervisor name**

Word count of the essay ≤4000 words which does not include the following:

- Table of contents
 - Maps, charts, labelled diagrams, annotated illustrations
 - Tables (not including text tables!)
 - Equation, formulae, calculations
 - Citations (parenthetical or numbered)
 - Bibliography
 - Reflections on planning and progress form (RPPF) -500word limit on Planning & Process Form
- **NO Abstract** in the 2020 Extended Essay!
- **Table of Contents**- sets out the headings and subheadings and shows the pages for each section- this should be numbered as page 1- use Word Document Elements to build your Table of Contents. See Using Document Elements.
- **Introduction**- states the Research Question, sets the academic context and discusses important previous work and will be assessed in **Criterion A: Focus & Method**. The introduction must illustrate your knowledge & understanding of the topic for **Criterion B: Knowledge & understanding**
- **The body of the essay**
- The main target in the body of the essay is the **reasoned argument** leading to your conclusion. How the argument is set out can differ between subject areas.

EE title (This must NOT be your RQ)
EE RQ (Must be written as a question)
IB subject area (Lang. category or World studies theme & two subjects must be indicated,)
Word count ≤4000 words
IB personal code (abc123)

- Set with **subheadings as in Table of Contents**, these are part of the word count.
- Tables of figures, graphs, charts, maps, images should be **numbered and titled**, see below. These notations can then be used in the text (reduces word count too!). In text references must appear in the body of your essay AND in the Bibliography, as shown below. These are important for **Criterion D: Presentation**.
 - Fig 1- Statue of Venus de Milo, Louvre, Paris (Anderson)
 - Table 1- Currency exchange rates of US\$ to Euro from 2001-2008 (OANDA)
 - Graph 1- Rate of Growth versus Fertilizer Concentration (this is your own work so no citation)
 - Map 1- Drainage Basin of the Mississippi River (LPB)
- Presentation of analysis

This will be the discussion of your results, your interpretations and the implications of your findings. How you set out the process of your investigation (**criterion A Focus & method**) should lead into your application of analytical and evaluative skills and the reasoned argument (**criterion C Critical thinking**) would be shown here. Using appropriate subject specific language (**criterion B Knowledge & understanding**) should be employed throughout the essay. Explicit explanations of your own initiatives and choices made in finding resources, giving your insight into the subject and demonstrating a depth of knowledge.
- **Conclusion:** refer back to your Research Question! Be sure you ANSWER your question! What have you actually found through your research? Do not introduce new material but unanswered questions can be brought in. The Conclusion is assessed in **criterion C Critical thinking**.
- **Bibliography:** in the EE, is an alphabetical list of ALL and ONLY the works you **cited in your essay**. Use the Document Elements/ References to create your Bibliography. You will need to edit the Bibliography to **remove the works you have not cited in your essay**.
- **Acknowledgements** : “sources that are not specifically cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgement.” (IB 88) These will be included in the word count!
- **Appendices:** Examiners are not required to read any material in the appendices so only relevant material that would unnecessarily fill an essay should be included. Tables of raw data from experiments or fieldwork, interview transcripts are types of things that can be placed in an appendix. Any item in the appendix must be referenced in the body of the essay. If you don't refer to this material in your essay, there is no point in adding it to the appendix.

Working on the Final Version

With your supervisor, **re-read all of the criteria again**, and consider the essay with respect to **each** criterion in light of your Research Question.
See the Predicted Grade sheet.

Reflect on the comments made by your supervisor in the feedback on the draft in order to meet the demands of the criteria.

Table 9- Reflection on the feedback

Criteria	Teacher comments	Your specific suggestion on how to improve the issue.	Check that you have addressed the teacher's feedback
A			
B			
C			
D			
E			

Proof-read your work, polish up your syntax and conceptual errors. Remember that you must be the author of your work. You can have someone else read your essay but no one should help construct your sentences or paragraphs! Read your work aloud to yourself and you will hear mistakes you may have made.

NO EXTENDED ESSAY WILL BE SUBMITTED TO THE IB IF A DRAFT VERSION HAS NOT BEEN GIVEN TO THE SUPERVISOR.

Predicted Grade Criteria Sheet

Supervisors must verify the student's text, in part using Turnitin.com originality report, to ensure that all significant matching text is correctly cited. If the supervisor finds any authenticity issues, please alert the IBDP Coordinator at the earliest moment possible.

Be sure to read the *IB Extended Essay Guide for EE from 2018* for subject specific information.

Table 10 -IB Assessment Criteria

<u>IB Extended Essay Assessment Criteria</u> extracted page 101-106.			
Criterion A Focus and method			
"This criterion focuses on the topic, the research question and the methodology. Criterion A 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." (IB 101)			
5-6	3-4	1-2	0
Clear, accurate and effective communication and explanation of:	Adequately clear but only partially appropriate communication and explanation of	Unclear and incomplete communication of	Work does not reach the standards.
the topic			
the purpose and focus			
the RQ			
the methodology: selection, range and appropriateness of resources			
Criterion B: Knowledge and understanding:			
"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." (IB 102)			
5-6	3-4	1-2	0
Excellent K & U of	Good K & U	Limited K & U	No K & U
Selection of appropriate & relevant resources to the RQ	Mostly relevant & appropriate resources to the RQ	Limited relevance and appropriateness to the RQ	
Effective use of sources	Only partially effective use of sources	source not used effectively	
K & U of the topic/discipline/issue		K & U is anecdotal, unstructured and mostly descriptive,	
Subject specific terminology & concepts consistently accurate	Adequate use of terminology If RQ is inappropriate for the subject, no more than 4 in this criterion	Unclear & limited use of terminology. Use of terminology is either inaccurate or missing	

Predicted Grade Criteria Sheet

Criterion C: Critical Thinking "This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken." (IB 103)			
10-12	7-9	4-6	0-3
Excellent	Good	Adequate	Limited
Research is appropriate and consistently relevant	Most of the research is appropriate and relevant to the RQ	Some research is appropriate and partially relevant to the RQ	Limited research presented / not relevant to the RQ
Analysis is effective and clearly focused on the RQ	Research is analysed that is clearly relevant to the RQ	Some analysis but only partially relevant to the RQ. Irrelevant research detracts from the quality of the argument	Limited analysis
Conclusions are effectively supported by evidence from the research	Some minor inconsistencies in conclusion	Conclusions are only partially supported by evidence	Limited conclusions, not consistent with evidence
Discussion /evaluation is effective and focused reasoned argument developed from research	Reasoned argument is developed with a conclusion supported by evidence	Reasoned argument explains the research but inconsistencies in reasoning	Reasoned argument lacks clarity and coherence
Reasoned argument is coherent and well structured	Reasoned argument clearly structured and supported by a conclusion Minor errors may hinder strength of argument	Lacks clarity and coherence but the argument can be understood	Reasoned argument is outlined but only limited, incomplete or descriptive. Hindering understanding. Conclusion if any, is limited or not consistent with the evidence.
Critical evaluation of the research	Partially critical evaluation	Evaluation but not critically	Superficial attempt to critically evaluated the research

Predicted Grade Criteria Sheet

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.” (IB 105)			
4	3	2	0-1
Excellent	Good	Acceptable	Poor to absent
Structure is clearly appropriate for the expected conventions in the topic, argument and subject.	Structure is appropriate	Structure is generally appropriate	Poor structure
Layout of text, supporting images / graphics is excellent	Layout of text, supporting images/ graphics is correct	Some layout may be missing or applied incorrectly	Important missing layout issues
Enhances the reading, understanding and evaluation of the EE	Does not detract from the reading, understanding and evaluation of the EE	Does not significantly impact the reading, understanding and evaluation of the EE	Impedes the reading, understanding and evaluation of the EE
Criterion E: Engagement			
“This criterion assesses the student’s engagement with their research focus and the research process. Criterion E 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.” (IB 105)			
5-6	3-4	1-2	0
Excellent	Good	Limited	Absent
Evaluative reflections on decision-making and planning	Reflections are analytical	Descriptive reflections only	
Includes reference to the student’s capacity to consider actions, ideas in response to setbacks in the EE process	Includes reference to conceptual understanding and skill development	Limited degree of personal engagement	
High degree of communication showing intellectual and personal engagement with the research focus, process.	Moderate degree of communication and some personal engagement	Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.	
Demonstrates the student’s voice in the authenticity, intellectual initiative creative approach in the EE	Some intellectual initiative		

Table 11- Draft & Final Checklist for submission of Extended Essay 2020

Students should use this table to check their work in advance of submitting their work. Supervisors should check the student's draft progress.	Checked by student			Verified by Supervisor and comment	
	Progress Check 25 Aug & 29-30 August	DRAFT Version ✓before 7 Oct	Final Version ✓ before 21 Nov	DRAFT Progress ✓by 7 Oct	Final Version ✓ from 21 Nov
Essay Title Page- see pages 22-23 Essay title, subject (lang. category), word count NO student name, session number, supervisor name, school name or number!					
Table of Contents Page- see page 19					
Less than 4000-word limit Font size 12, Readable font type					
Each page numbered in footer					
DOUBLE spacing for clear reading by the examiner					
Tables, charts, maps, graphs, images with number, titles and citations					
In text citations correctly formatted in a consistent manner- see page 19					
Bibliography- correctly formatted- see page 19-20					
Appendices only if relevant					
Final Version submitted to Turnitin.com prior to the deadline to ensure changes can be made if needed!			21 Nov		21 Nov
Final EE to ManageBac			22 Nov		22 Nov
Final EE uploaded to IB candidates site from ManageBac by student					29 Jan 2020
EE authenticated & EE RPPF uploaded to IB e-coursework system by supervisor					Before 14 Feb 2020

How to write an abstract for the EE poster presentation

All grade 12 EE students will present an abstract of their EE to the grade 11 students on 15 Jan 2020 during the YA class time for the EE poster presentation.

Abstracts will be printed on A3 paper using a template provided in ItsLearning.

The abstract is the reader's first encounter with your paper, and is the means by which a reader decides if the paper is relevant to the interests of the reader. The abstract should provide the

- **Research Question**
- **How the investigation was done**
- **The conclusions of the essay.**

The Abstract should be a stand-alone document that can be understood without reading the paper.

The sequence of sentences in the *Abstract Worksheet* is ordered in a logical fashion, beginning with an **introduction**, your **Research Question**, then the **investigation** and the **conclusion**.

WHAT did you do and WHY – your Research Question

HOW you carried out your investigation – your investigation and methodology

WHAT you found – your results in very brief terms

WHAT is your conclusion

Think of the most important items that crystallize each part of your essay. Leave out unimportant details

Assistance to write your abstract:

Refer to the Excellent Extended Essay collection in ItsLearning for essay before 2018 for examples of abstracts.

Writing@CSU - The website from Colorado State University provides an excellent online process for you to follow in order to prepare your abstract. There are sample abstracts for various disciplines, too, but be sure to follow the IB guidelines for the Abstract!

<http://writing.colostate.edu/guides/documents/abstract/index.cfm>

Congratulations on your successful submission of the Extended Essay for May 2020!

Works Cited

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