



Description of the process of the supervision of extended essays in Audentes IB School

1. GENERAL REQUIREMENTS

Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects. It is intended to promote high level research and writing skills, intellectual discovery and creativity. It provides students with the opportunity to engage in personal research in a topic of their own choice under the guidance of a supervisor. This 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.

Source: IBO

1.1 Aims:

The aims of the extended essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject

1.2 Responsibilities of the school:

- ensures that extended essays conform to the regulations outlined in the extended essay guide
- ensures that each student has a qualified supervisor
- provides supervisors and students with the extended essay guide
- ensures that students and students are familiar with the IB document Academic honesty
- ensures that students have been taught the necessary research skills

1.3 Responsibilities of the students:

It is required that students:

- choose a topic that fits into one of the subjects on the approved extended essay list
- observe the regulations relating to the extended essay
- read assessment criteria
- **meet deadlines** (see the table)
- acknowledge all sources of information in an approved academic manner
- start working early
- think carefully about the research question

- plan a schedule for writing the essay (40 hours)
- record sources as their research progresses
- work out a clear structure for the essay
- use the library
- has a profound background in the subject
- maintain a good working relationship with their supervisor
- write the abstract after completing the essay
- check and proofread the final version carefully (4,000 words)
- upload the extended essay to e-coursework from January 15 to March 15
- select a new topic and a research question that can be answered if there is a problem with the original topic. A student wishing to change topics and research questions after they have been submitted and reviewed by the IB Coordinator **MUST HAVE** the written approval of the IB Coordinator

1.4 Things students should not:

- choose a research question which is too broad, too vague, too narrow, too difficult or inappropriate
- forget to **analyse** the research question
- ignore the assessment criteria
- use the internet uncritically
- plagiarize
- forget that evidence must be used to support the argument
- repeat the introduction in the conclusion
- cite sources that are not used

1.5 Responsibilities of the supervisor:

- takes an active role in supervising the student during the planning stage and writing the research
- provides the student with advice and guidance in the skills of undertaking research
- discusses the choice of topic with the student and helps to formulate a research question and ensures that the chosen research question is appropriate for the subject
- is familiar with assessment criteria
- spends between 3-5 hours with each student
- is familiar with the supervisor's role in commenting on one completed draft of the essay (see Extended essay guide p.10)
- reads and comments on one completed draft only of the extended essay (but does not edit the draft)
- reads the final version to confirm its authenticity
- submits a predicted grade for the student's work to the IB
- reads recent extended essay reports for the subject

- conducts a short, concluding interview(viva voce) with the student before completing the supervisor's report
- completes the supervisor's report (signed by both the student and the supervisor)

1.6. Checklist for supervisors

A: Focus and method

The work does not reach a standard outlined by the descriptors below. The topic is communicated unclearly and incompletely. 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. 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. 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. The source(s) and/or method(s) to be used are limited in range given the topic and research question. There is limited evidence that their selection was informed.

The topic is communicated. 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. 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. Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. 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.

The topic is communicated accurately and effectively. Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. The research question is clearly stated and focused. The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. Methodology of the research is complete. An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. There is evidence of effective and informed selection of sources and/or methods.

B: Knowledge and understanding

The work does not reach a standard outlined by the descriptors below. Knowledge and understanding is limited. The selection of source material has limited relevance and is only partially appropriate to the research question. 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. Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.

Knowledge and understanding is good. The selection of source material is mostly relevant and appropriate to the research question. 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. 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.

Knowledge and understanding is excellent. The selection of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. Use of terminology and concepts is good. The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

C: Critical thinking

The work does not reach a standard outlined by the descriptors below. 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.

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.

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.

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.

D: Presentation

The work does not reach a standard outlined by the descriptors below. Presentation is acceptable. 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. Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.

Presentation is good. The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay.

E: Engagement

The work does not reach a standard outlined by the descriptors below.

Engagement is limited. Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process.

Engagement is good. Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a

moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.

Engagement is excellent. Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

2. FORMAL PRESENTATION OF THE EXTENDED ESSAY:

The extended essay should be written in a clear, correct and formal style appropriate to the subject from which the topic is drawn.

2.1 General formatting:

The extended essay should be written in Times New Roman, font size 12. Overall the work has to comply with the regulations of the MLA formatting style (see more: www.mla.org)

2.2 The LENGTH of the extended essay is maximum 4000 words. You need to add a word count at the end. This upper limit includes:

- Introduction
- Body
- Conclusion
- Quotations

The word count does not include:

- Abstract (must be under 300 words)
- Acknowledgements
- Contents page
- Maps, charts, diagrams, annotated illustrations and tables
- References/bibliography
- Appendices

Essays in excess of 4000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

2.3 Title

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.

2.4 Title page

The title page must contain the following information:

- Name of the school
- Full title of your topic
- Type of work (in this case: Extended Essay)
- Author's full name
- Supervisor's full name with a title if necessary (eg. PhD)
- Date and place when and where the EE was completed

The overall look of the title page must be neat. No bold or underlining should be used. Italics is allowed to be used to mark other works in your title. The text on the title page should be printed in Times New Roman in font size 12.

2.5 Abstract

An abstract not exceeding 300 words must be included. You need to write down the word count after the abstract. It does not serve as an introduction but presents a synopsis of the extended essay, and therefore should be written last. The inclusion of an abstract is intended to encourage candidates to examine closely the development of an argument within the essay and pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are to state clearly:

- The research question being investigated
- The scope of the investigation
- The conclusion(s) of the extended essay

The abstract should be typed on one side of a sheet of paper, and placed immediately after the title page.

2.6 Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered.

2.7 Introduction

Introduction in the extended essay has to be titled "Introduction". Introduction should be about 5-10 sentences long and should at least include the following:

- research question that the essay will find an answer to
- hypothesis
- methods

If necessary, the introduction should also explain and define terms that may be unknown to the reader or may be interpreted differently by various readers.

2.8 Body

Body is the main part of the essay, which is divided logically into sections or paragraphs.

Depending of the nature of the essay, the sections may be numbered, but it is not required. In the

essay body, the student finds answers to the questions and hypothesis stated in the introduction. The body must include statements, supportive evidence and analysis, through which a conclusion could be reached.

2.9 Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are well labelled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the essay. Overall, the use of such pictures should be limited.

2.10 Conclusion

The conclusion has to be titled "Conclusion". Conclusion states the answer to the problem stated in the introduction. The conclusion also has to show the big picture and bring the whole essay together in a comprehensive manner. Problems that may have come up during the essay should be discussed and further research points should be proposed. No new material should be presented in conclusion.

2.11 References/works cited

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay, derived from another source. A candidate's failure to comply with this requirement will be viewed as plagiarism, and will therefore be treated as a case of malpractice. The Works Cited list should include only those works that have been consulted by the candidate. The MLA form of quoting and documenting sources should be applied consistently. Each work consulted, regardless of whether or not it has already been cited as a reference, must be listed in the bibliography.

2.12 Appendices

Appendices are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main part of the essay. An Extended Essay should not constantly refer to material presented in as appendix as this may disrupt continuity.

3. GENERAL RULES THE STUDENTS NEED TO UNDERSTAND:

3.1 You will understand and abide by the school policy with regard to academic honesty, and shall cite all references and sources of ideas, quotations, data, diagrams, illustration etc.

3.2 You will understand that the role of the supervisor will be:

- Encourage and support you in your efforts
- Provide advice of a subject specific nature.
- Make sure that the work is your own.
- Complete the supervisor report

3.3 You will understand that the role of your supervisor will not be:

- Get you started and tell you what to do
- Give you a research question
- Give you the resources
- Edit your work.
- Remind you of the deadlines.
- Chase you to be able to read a draft and offer advice

3.4 General advice:

- Do not simply repeat what others in the field of the essay have said before. It is important that the students realise that originality of method and approach to research is a criteria in marking. Be familiar with the assessment criteria.
- Do not write or quote what is not understood
- If any technical terms are used, make sure that they are correctly understood.
- You are responsible for improvements in style, grammar, vocabulary, and spelling etc. Supervisors are not permitted to edit drafts, but are allowed to make comments to students.
- Do not reproduce notes taken in class. The extended essay represents an extension of a student's interest and personal research.
- If discussing the work of an author, composer, philosopher or scientist, do not substitute personal views on the topic for the views of the author being considered. It is called plagiarism
- Do not use the word "me" or "I"
- Avoid rhetorical questions.

3.5 Summary of Due Dates:

By this date	You will have	Check
November 15th 1st year	- marked your name and topic with the name of your supervisor to EE registration form and returned to IB coordinator	
January 20st, 1st year	- had the first meeting with your supervisor	

	<ul style="list-style-type: none"> - declared your topic and research question - compiled bibliography/list of equipment on extended essay Form 1, provided with your and supervisor's signatures and returned to IB coordinator 	
April 15th, 1st year	<ul style="list-style-type: none"> - developed a rough outline of your essay from title page to bibliography including subject headings in preparation for your May meeting 	
May 8th, 1st year	<ul style="list-style-type: none"> - presented your report on ½ work in extended essay seminar I - submitted extended essay Form 2 to IB coordinator 	
September 9th, 2nd year	<ul style="list-style-type: none"> - completed the first draft and presented it in extended essay seminar II 	
November 18th, 2nd year	<ul style="list-style-type: none"> - given the final draft to your supervisor 	
December 16th, 2nd year	<ul style="list-style-type: none"> - got your supervisor's comments 	
January 15th - February 15th, 2nd year	<ul style="list-style-type: none"> - uploading your work to e-coursework 	

3.6 Extended Essay General Criteria Checklist:

Action	Check
Is the essay within 4000 words?	
Is there a Contents page?	
Are all pages numbered?	
Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?	
Are all necessary terms defined or explained?	
Is every reference cited <i>consistently</i> and <i>correctly</i> ?	
Does the Works Cited list include <i>all and only</i> the works of reference you have consulted?	
Does the Works Cited list specify <i>author(s), a title, year of publication and a publisher</i> for every reference?	
Does the Appendix contain only relevant information?	

Is your research question stated on the title page?	
Is your research question stated in Introduction?	
Is your research question stated in Conclusion	
Does your Conclusion address unresolved questions?	
Does your Conclusion address new questions that have emerged?	
Are your Introduction and Conclusion titled?	
Is your Abstract within 300 words?	
Does your Abstract contain the research question (in bold), the scope of the investigation and the conclusion reached?	

Information throughout the paper excerpted from: Mete, Fawn, et al. "Extended Essay Guidelines." Annapolis High School. 2007. Web. 6 Jan. 2012.

3.7 Extended essay Forms

Extended Essay Form 1
This Form must be returned by January 20, DP1 year
Name:
Extended essay subject area
.....
The title of extended essay
.....
Supervisor's name
Research question
.....
.....
Equipment needed
.....
.....
Bibliography
.....
.....
Student's signature
Supervisor's signature

- I received and read a copy of Extended Essay Guide and Animal experimental policy
 - I will use MLA style citing in my extended essay
 - I agreed to meeting all the deadlines
1. Final draft by November 18
 2. Supervisor's comments by December 16
- I understand that I must upload my extended essay myself to e-coursework from January 15 – till March 15

Student's signature

Supervisor's signature

IB coordinator's signature