

## **CJD International School Braunschweig-Wolfsburg**

### **Extended Essay Guide**

## **Overview**

The Extended Essay, which is also commonly referred to as the EE, is an integral part of the International Baccalaureate Diploma Programme. The EE gives students the option to direct their own learning and to research a topic based on their own interests. The topic for the essay should generally be based on one of the student's six subjects. The student will then need to independently research and write up to 4000 words that endeavors to answer their research question. The time needed to complete the EE should be approximately 40 hours.

## **Rationale**

The EE reinforces several attributes of the learner profile. More specifically, the process begins with *inquiry* and some degree of *risk-taking* as students explore ideas and topics. As students navigate their research and write, they become *knowledgeable* and *think deeply* about their selected topic. The work produced gives the student the opportunity to grow as a *communicator* and a *reflective learner*. In completing the essay, students must be *principled* in terms of academic honesty and referencing. Additionally, the EE helps prepare students for university as many degrees require students to produce a research project for their undergraduate and graduate degrees.

## **A Note About the Extended Essay**

The Extended Essay is completed by the student outside of regular classroom instruction. It is important to note that students cannot overlap their coursework and use it in conjunction with another Internal Assessment topic or coursework. More specifically, if a student is reading a book for their Language and Literature class, they cannot use the book in conjunction with their EE. In the same vein, if a student is doing a specific experiment for their Individual Investigation in Group 4, they cannot reuse the experiment and data as the basis for their EE research.

## **Support & Supervision**

Each student will largely complete the work on their own. However, they will be supported on a number of levels by the EE Coordinator and their supervisor.

The EE Coordinator will work with all students and monitor their progress. They will provide a calendar and make sure that both students and supervisors/teachers understand the requirements, roles and responsibilities. The EE Coordinator will hold a 2-Day Retreat and meet with students during homeroom lessons to provide mini-lessons on citing/referencing, research methodology, appropriate presentation and other best practice tips.

The supervisor is an expert in a specific academic discipline and is aware of the requirements of the EE. EE Supervisors are generally IB Diploma Subject Teachers that work at the school. Please note that the EE advisor will generally meet with their assigned students for 3 to 5 hours in total. The supervisor will meet with the student at least 3x for the mandatory reflections and provide feedback on one draft. The supervisor will also be vigilant in checking the work in terms of referencing and that the submission is authentically completed by the candidate.

## **Self-Management & the EE**

It is important that students manage their time and work effectively. Deciding upon on a topic and an area for research ultimately falls to the student. Students need to be proactive in approaching the EE Coordinator and their supervisor to clarify any questions or in seeking further information on the suitability of a topic or research question. Students must meet all deadlines set by the school. If a student fails to meet key deadlines, then they risk failing their IB Diploma.

Students must also be aware that reflection is a fundamental part of the process. Students are required to log their 3 reflections based on the calendar of deadlines and are encouraged to keep a reflective journal throughout the process.

Students must also be aware of the seriousness of academic integrity. Students that do not comply with our policy or commit any form of misconduct risk severe consequences including failure of their IB Diploma. Please consult the CJD ISBW Academic Integrity Policy for further information.

## **Process**

### **1. Topic & Question Creation**

In term two of DP1, students will have a 2-day retreat to learn about all aspects of the EE. On day 2, the class will visit and tour a research library. Afterwards students should start to develop their topic and research question. Once they have decided upon a topic, the students should make contact with a suitable advisor (usually their subject teacher) to schedule a meeting. The student needs to do some preliminary exploration and research with the goal of developing a research proposal. This proposal should be discussed during the first formal reflection session. Once the topic has been approved as suitable, the student should write their first reflection on Managebac.

- Please note that the school caps the number of students assigned to a supervisor at 4. If an advisor already has 4 students, the choice to take on an additional student is at the discretion of the supervisor and IB Coordinator.

### **2. Researching & Writing Process**

The student should then endeavor to start the research process. The student should meet with their advisor at least once to discuss their research and reflect on the quality and reliability of their sources for their intended purpose. The student is also advised to complete a pre-writing map of their essay. At some point in the researching and writing process, the advisor and candidate must complete their second reflection session. The student and advisor could potentially discuss the next steps needed to complete the draft, the suitability and range of sources or the research question.

### **3. Draft Submission**

Once the student has completed their first draft, they should submit it to their supervisor. The supervisor will read the draft and generate some feedback for the student. The student should also look at the mark scheme and assessment criteria to self-evaluate their essay. After receiving feedback and reflecting on their EE thus far, the student should then work on their final submission.

- Please note the supervisor may only provide feedback 1x (on the submitted draft)

### **4. Final Submission & Vive Voce**

The student must submit their final submission to the school. The advisor will do a final check of references using a third-party app such as Turnitin. A work may only be submitted to the IB provided there is no academic misconduct (please consult the Academic Integrity Policy for more information). The student will also meet with the advisor to complete the final reflection, also known as the Vive Voce.

## Calendar

<b>Item / Goal</b>	<b>Date</b>	<b>Notes</b>
EE Homeroom Sessions	February	Overview, Process, Schedule, Policies + Discuss Potential Topics with Supervisors
First Advisor Meeting	February 8 - 21	Schedule First Meeting + Topic
Research Question Due	March 21	Students should have met with their supervisor to determine the suitability of their topic & RQ
1 <sup>st</sup> Reflection Due	March 21	Meet with your supervisor  & write your 1 <sup>st</sup> reflection  Please record this in ManageBac
Essay Roadmap	May 1	Create an Essay Outline
2 <sup>nd</sup> Reflection Due	June 26	Meet with your supervisor  & write your 2 <sup>nd</sup> reflection  Please record this in ManageBac
EE Draft Due	June 26	Please submit on ManageBac
Advisor Meeting	Early July/  Late August	Meet with your advisor to discuss the feedback
EE Final Submission	October 1	Please submit on ManageBac
Vive Voce	October 1	Meet with your Advisor & write your reflection  Please record this in ManageBac

- The calendar is adjusted on a yearly basis, precise dates will be given out in September of each academic year
- 3 Formal Reflection Sessions are required. Please note that informal check-in sessions can also be arranged with the supervisor

## **World Studies Extended Essay**

Some students may want to develop an extended essay that does not fit into a single subject area. For these students, that wish to create an EE with an interdisciplinary focus, the World Studies option is an alternative to the standard EE. Please note that this option also requires student to select a topic that is a contemporary issue of global significance.

Please note that the issue must look at the local context of an issue of global significance and is registered in one of 6 available study areas.

For more information on this option, please schedule an appointment with the EE Coordinator.

## **Extended Essay Retreat**

In February or March every year we will have a 2-day retreat. The purpose is to introduce the EE, the calendar, the assessment method, and outline the roles of the student, supervisor and EE Coordinator. Students will also learn how to create a plan, the process of researching & writing, and learn about accurate source citation using a single method. Finally, the students will tour a university research library and learn how they can use the available resources to support their EE. Please note that the retreat is mandatory for all students.

## **Assessment**

The EE graded based on the following criteria:

(Note: Each criteria is followed by the descriptor for the maximum mark)

### **Focus & Method: 6 Marks**

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.

### **Knowledge & Understanding: 6 Marks**

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.

### **Critical Thinking: 12 Marks**

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.

### **Presentation: 4 Marks**

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.

### **Engagement: 6 Marks**

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.

### **Total: 34 Marks**

#### **General Markbands:**

**A = 27 - 34**

**B = 21 - 26**

**C = 14 - 20**

**D = 13 - 7**

**E = 6 - 0**

## Guidance on Engagement & Reflections

**Engagement and reflections make up nearly 18% of your overall mark. Moreover, students that are able to successfully handle the EE are communicators and reflective throughout the process.**

A little note about reflections for the EE:

1. The **first reflection** occurs after you discussed your topic and research question with your advisor. You should have done this already (it should be **approximately 100 words**). Some topics OR questions to answer for writing the first reflection:

What research question OR topic am I considering? What approach will you take to research the topic? Why are you interested (Why is this topic relevant in general or for you)? What additional questions do you need to answer? What problems do you potentially foresee with this topic?

2. The **Second Reflection AKA Interim Reflection** should be **150 to 200 words (approximately)**. This is done after you have completed some of the research and initial writing (before you submitted your first draft). You should have met with your advisor and discussed your progress. Some questions and topics to consider:

Have you modified your research question (+ why)? What sources have you found OR what difficulties with finding sources have you had? What argument or direction is your paper taking? How will you structure your approach? What new questions do you need to answer?

3. The **Vive Voce AKA Final Reflection** should be done **AFTER** you have turned in your **FINAL WORK/VERSION** to your advisor (and the advisor has graded it). You will have a meeting that lasts at least 10 minutes (usually not more than 30). After the meeting, you will write a **200 to 250 word** reflection.

The Vive Voce is meant to be a celebration of the student's work (and also an opportunity to reflect on the process as well as a method for the advisor to authenticate the work of the student). Topics and questions to consider:

What is your own appraisal of your work? What did you discover or what surprised you? What challenges did you have (possible follow up: how did you overcome them?) What would you do differently (if starting over OR if you could change something)? What are you most proud of?