CLASS OF 2020

The Extended Essay & the Reflective Project

Winter Park High School IB Programmes
DP Requirements

Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- Complete/pass an extended essay (EE)
- Complete/pass the theory of knowledge course (TOK)
- complete CAS: creativity, action, service
At the Heart of the Program...
CP Requirements

Over the course of the two-year programme, students:
◦ take their career pathway course bith years and sit for an industry certification
◦ Pass a minimum of 2 IB courses
◦ **complete/pass the Reflective Project (RP)**
◦ complete/pass the Personal and Professional Skills course (PPS)
◦ complete Service Learning (SL)
◦ complete the Language Development Portfolio (LD)
At the Heart of the Program...
The Essays are **requirements** of their programme.
Caveat

This PowerPoint serves only as an overview to the Essays.

Read the Extended Essay Guide and Reflective Project Guide for complete details and requirements.
Resources

- **Primary** – WPHS EE/RP Handbooks (under construction)
  - ManageBac, WPHS Resource Website, WPHS Website DP/CP page

  - ManageBac, WPHS Resource Website, Possibly online

  - ManageBac, WPHS Resource Website, Possibly online

- **Most Significant** – Your Supervisor
  - Contact thru ManageBac, email, visit their classroom

- **Detailed** – WPHS Resource Website
  - [http://wphsib.weebly.com/ee-home.html](http://wphsib.weebly.com/ee-home.html)
What are the Essays?

core requirement of IB Diploma

Approx 40 hours

4,000 (EE) /3000 (RP) words or less

Student selected topic

Student works with a supervisor

The essays are externally assessed using specific grading criteria outlined by IB
A Piece of Independent Research

Independent
- you are in control & are responsible for getting it done

Self-directed
- You decide what you want to write about & how you’re going to conduct & organize your research

Places strong emphasis on the research process
Why require these essays? What is in it for the student?

- IB Students are required to do academic research.
- The essays ties into each and every IB Learner Profile Trait.
- The essays promotes critical thinking.
- The process of writing the essays promotes self-management.
- One of the most beneficial sides of the essay....when they are asked to write a research paper in college, they have experienced the process before and know what to expect.
The Essays demonstrates that you:

- are an **inquirer**;
- have become more **knowledgeable** about your subject thru’ research and self-directed inquiry;
- can **think** critically about your material and not just regurgitate information;
- Are able to **communicate** your ideas clearly & with confidence in a way that is **Open-minded, balanced and reflective**;
- Can be an intellectual **risk taker**;
- Can act in a **principled** manner by giving credit to all sources used;
- Can demonstrate a **caring** attitude by treating anyone involved in your study with dignity, empathy and respect (this includes your mentor).
WHAT AM I EXPECTED TO DO?

- Chose your subject area
- Formulate the research question (EE) or develop an ethical dilemma within their career (RP)
- Plan the investigation & writing process
- Plan a research structure (outline)
- Carry out the investigation and research A LOT
- Analyze your findings
- Read the subject specific guidelines for your EE/RP subject
- Observe the regulations relating to the EE/RP
- Write your outline
- Write your rough draft
- Write your final draft
- Meet all deadlines for due dates and supervisor meetings
Recommended things to do...

- read the assessment criteria
- read previous essays to identify strengths and possible pitfalls
- Make an outline for your essay
- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the Media Center and local libraries
- record sources as they go along
- let their interest and enthusiasm show.
- check and proofread the final version carefully.
How to Write these Essays

- Look and Use the resources and website a lot!
- [http://wphsib.weebly.com/](http://wphsib.weebly.com/)
- Consult the EE/RP Guide
- Work on research during your free time
- Ask for help if you need it 😊
Student Responsibilities

It is strongly recommended that students:

- Start early
- Think carefully about the research questions
- Plan how, when & where you will find the research material
- Plan a schedule for researching and writing the essay
- Record all sources accurately
- Have a clear structure for the essay before beginning to write
- Check & proofread the final version carefully
- Treat your supervisor appropriately according to IBO guidelines
Supervisor Responsibilities

- Provide encouragement
- Provide subject specific advice
- Provide guidance
- To ensure the essay is your own work
- To complete the supervisor’s report
Supervisor is not responsible to

- Get you started
- Provide a research question
- Provide research material
- Edit or proofread
- Checking for errors
- Arranging meetings
### EE Subject Areas

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>French</th>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Theater</td>
<td>World Cultures</td>
<td>History</td>
<td>Psychology</td>
<td>Economics</td>
<td>Music</td>
</tr>
</tbody>
</table>
## Extended Essay Samples

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent and in what ways can Herzberg’s motivational theories account for increases in productivity in major companies today?</td>
<td>Psychology</td>
</tr>
<tr>
<td>What are the of the Efficacies of Brand Name and Generic Name Antacids from a Chemical Perspective?</td>
<td>Chemistry</td>
</tr>
<tr>
<td>How do psychological tactics used in interrogation affect the resulting information?</td>
<td>Psychology</td>
</tr>
<tr>
<td>What are the effects of Vitamin B12 supplementation on the reproduction rates of radiation damaged “Drosophila melanogastor”?</td>
<td>Biology</td>
</tr>
<tr>
<td>How did the Prohibition Amendment fuel 1920s organized crime in the United States?</td>
<td>History</td>
</tr>
<tr>
<td>How did the Qing Dynasty impact 20th and 21th century China.</td>
<td>History</td>
</tr>
<tr>
<td>How does the current psychological model of emotional intelligence facilitate understanding of Santiago in &quot;The Old Man and the Sea?&quot;</td>
<td>Literature</td>
</tr>
</tbody>
</table>
For example...

Subject area - History

Topic - War and Genocide

Subtopic - Rwanda

Research Question - To what extent did Belgian imperialism in Rwanda cause the Rwandan genocide in 1994?

NOT – What was the Rwandan Genocide? TOO BASIC
For example...

Subject area - Biology

Topic - Aging on the human body

Research Question - What are the effects of age & gender on the photoreceptor cells of the human retina?

NOT – What do photoreceptor cells do? TOO BASIC!!
Organization of the Essays Paper

The length of the extended essay is to be approximately 4000 words. This does not include the bibliography and appendices. Students will be penalized for essays exceeding these limits.

The Title page
The Contents Page
Introduction
Main body
Conclusion

Page numbers
References
Citations
Bibliography
Reflection in the Essays?

Reflection focuses on student’s progress during

• the planning, research and writing process.

• intended to help students with the development of their extended essay

• to allow them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
Informal Reflections – Researcher’s Reflection Space (RRS)

- RRS tab on ManageBac, automatically time-stamped to support authentication of process.
- Record their reflections and response to research and meetings.
- Respond to prompts and questions that may arise.
- Record emerging questions.
- Record notes on interactions with supervisor.
- Use as a discussion point with supervisor.
RPPF – student reflections on 3 required meetings with supervisor

Reflections on each formal meeting with the teacher, 500 (EE) and 1000 (RP) words total on ManageBac Planning and Progress tab for the Reflections on Planning and Progress Form (RPPF)

First: discussion of initial ideas and how they plan to undertake their research.

Second: discussion of the challenges they’ve had, on the feedback given on the draft, plans for improvement.

Third: the vive voce – a final discussion of the process, what the student has learned, what they did well, what they might do differently.
How is the Essays graded?

- Assessed Externally – possibly in a different country
- Scores range from 0-34 (EE) 0-36 (RP) points
- The IB uses a specific grading criteria – rubric found in the guide and handbook
- The final overall grade is determined using an Alphabetical grade (A, B, C, D, E) and based on a holistic level.
- For the EE: the EE grade and overall ToK grade (not OCPS) determines number of points awarded towards IB diploma
Award of diploma points

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge.

A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.
# Diploma Points Matrix

## Theory of Knowledge

<table>
<thead>
<tr>
<th>Extended Essay</th>
<th>Excellent A</th>
<th>Good B</th>
<th>Satisfactory C</th>
<th>Mediocre D</th>
<th>Elementary E</th>
<th>Not Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1 + Falling Condition*</td>
<td>N</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Falling Condition*</td>
<td>N</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>Falling Condition*(2)</td>
<td>N</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Falling Condition*</td>
<td>N</td>
</tr>
<tr>
<td>Elementary E</td>
<td>1 + Falling Condition*</td>
<td>Falling Condition*</td>
<td>Falling Condition*</td>
<td>Falling Condition*</td>
<td>Falling Condition*</td>
<td>N</td>
</tr>
<tr>
<td>Not submitted</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N(3)</td>
</tr>
</tbody>
</table>
So HOW will IB grade me on the EE?

Overview

<table>
<thead>
<tr>
<th>Criterion A: focus and method</th>
<th>Criterion B: knowledge and understanding</th>
<th>Criterion C: critical thinking</th>
<th>Criterion D: presentation</th>
<th>Criterion E: engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Context</td>
<td>Research</td>
<td>Structure</td>
<td>Process</td>
</tr>
<tr>
<td>Research question</td>
<td>Subject-specific terminology and concepts</td>
<td>Analysis</td>
<td>Layout</td>
<td>Research focus</td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
<td>Discussion and evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total marks available: 34
So HOW will IB grade me on the RP?

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Aspect of reflective project assessed</th>
<th>Marks available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: Focus and method</strong></td>
<td>• Ethical dilemma and issue</td>
<td>6 marks</td>
</tr>
<tr>
<td></td>
<td>• Research question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Methodology</td>
<td></td>
</tr>
<tr>
<td><strong>B: Knowledge and understanding in context</strong></td>
<td>• Context</td>
<td>9 marks</td>
</tr>
<tr>
<td></td>
<td>• Local or global example</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alternative perspectives and perceptions of dilemma</td>
<td></td>
</tr>
<tr>
<td><strong>C: Critical thinking</strong></td>
<td>• Research</td>
<td>12 marks</td>
</tr>
<tr>
<td></td>
<td>• Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussion and evaluation</td>
<td></td>
</tr>
<tr>
<td><strong>D: Communication</strong></td>
<td>• Structure</td>
<td>3 marks</td>
</tr>
<tr>
<td></td>
<td>• Layout</td>
<td></td>
</tr>
<tr>
<td><strong>E: Engagement and reflection</strong></td>
<td>• Process</td>
<td>6 marks</td>
</tr>
<tr>
<td></td>
<td>• Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research focus</td>
<td></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
# How is the EE graded?

**Criterion A: Focus and Methods**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | 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. |
| 3–4   | 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. |
| 5–6   | 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. |
## How is the EE graded?

**Criterion B: Knowledge and Understanding**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | 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. |
| 3–4   | 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. |
| 5–6   | 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. |
## How is the EE graded?
### Criterion C: Critical Thinking

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–3   | 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. |
| 4–6   | 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. |
| 7–9   | 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. |
| 10–12 | 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. |
**How is the EE graded?**

**Criterion D: Presentation**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | Presentation is acceptable.  
- The structure of the essay is generally appropriate in terms of the expected 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 and evaluation of the extended essay. |
| 3–4   | Presentation is good.  
- The structure of the essay clearly is appropriate in terms of the expected 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. |
# How is the EE graded?

**Criterion E: Engagement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | 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. |
| 3–4   | 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. |
| 5–6   | 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. |
The next steps...

- Read the EE/RP guide
- Choose your Subject Area (EE) or Ethical Issue (RP)
- Decide on a broad topic
- Research and decide on your specific question (EE) or dilemma (RP)
- Meet/communicate with your supervisor consistently
- Submit your signed student/parent EE Contract
Academic Honesty

- Student is ultimately responsible
- Work or ideas of others must be fully and correctly acknowledged
- By displaying academic honesty students are reflecting the IB Learner Profile.
  - **Principled**: We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere.
  - **Caring**: We show empathy, compassion and respect.
  - **Risk-takers**: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.
  - **Thinkers**: We use critical and creative thinking skills to analyse and take responsible action on complex problems.
Definition of Malpractice

Plagiarism
- The representation of ideas or work of another person as the candidates own

Collusion
- Supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
Definition of Malpractice

Duplication of work
- The presentation of the same work for different assessment components and/or diploma requirements

Any other Behavior
- Which gains an unfair advantage for a candidate or which affects the results of another candidate
Extended Essay Due Dates

➲ Week of Feb 11 - Submit updated proposed subject, topic, and initial research question on Google form

➲ March 1 – Supervisors are assigned and students are notified of supervisor and approved Subject and Topic

➲ March 15 - First informal meeting with Supervisor Due Date

➲ Mar 15-May 3 - Work on your research. Finalize your research question. Check in with Supervisor and verify your Research Question

➲ May 10 Initial Mandatory Supervisor Meeting Due Date - Initial required RPPF Meeting (Submit Mandatory RPPF Reflection on ManageBac on your Planning and Progress Form). Submit essay outline and annotated Bibliography by adding to EE Document on ManageBac on your EE Worksheet page.
Extended Essay Due Dates – tentative continued

- Welcome Back Cats – First Draft Due – possible support sessions
- Aug 26 – Supervisor informal meeting with RSS entry
- Sept 16 – Second Draft Due - as close as possible to final essay
- Oct 21 - Required Mandatory Interim RPPF Meeting and Reflection
- Dec 2 – Final Extended Essay Due
- Dec 20 - Required Mandatory Viva Voce and final RPPF Meeting and Reflection
Video

Extended Essay Video #2: Reflection Process: Initial and Interim Session.

Video

Extended Essay Video #3: Reflection Process: The Viva Voce

ManageBac and the EE

- Managebac will function as file cabinet for everything EE for you. It is the evidence for the IB Coordinator and the EE supervisor that work is happening.
- Subject – Topic – Research Question
- RRS – Researcher's Reflection Space
- RPPF – Planning and Process Form
- Messages from Supervisors and IB Coordinator
- Etc.
EE Resources Scavenger Hunt

Where can you find these?

- EE Handbook
- IBO EE Guide
- Where you submit Informal Communications
- Subject Specific Information
- RPPF Explanations
- Where you Submit your RPPF Reflections
- WPHS EE Resources Website
- Your Supervisor
- EE Subject and Topic Proposal Form
Caveat

This PowerPoint serves only as an overview to the Essays.

Read the Extended Essay Guide and Reflective Project Guide for complete details and requirements.
Questions?