

SANSKAR SCHOOL

The Revival of Tradition



EXTENDED ESSAY

STUDENT HANDBOOK

2021-2023

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What is the Extended Essay?

- ❖ A formal piece of sustained academic writing (an essay) containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- ❖ A piece of independent research on a topic chosen by the student in consultation with a subject teacher who acts as supervisor.
- ❖ The result of approximately 40 hours of work by the student.
- ❖ A process supported by a supervisor for a recommended 3–5 hours, which includes three mandatory reflection sessions.
- ❖ Concluded by a third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.
- ❖ Externally assessed and, together with the grade for TOK, contributes up to three points to the total score for the IB Diploma.
- ❖ A condition for award of Diploma (student must achieve a D grade or higher).
- ❖ Compulsory for all IB students.
- ❖ A process that helps prepare students for success at university and in other pathways beyond the IBDP.

What does the Extended Essay look like?

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper in essay form that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic.

Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.

Students complete an extended essay in a specific discipline and must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice.

An important aim of the extended essay, as part of the Diploma Programme core is to support and be supported by the academic disciplines. Whichever subject is chosen, the extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments.

In undertaking the extended essay students model many of the elements of academic research:

- by locating their topic within a broader disciplinary context,
- by justifying the relevance of their research and
- by critically evaluating the overall strength of the arguments made and sources used.

Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation.

The process of researching and writing the extended essay represents the learner profile in action. Being **open-minded, principled and reflective** are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry.

The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

Specific information for each subject will be given to students by their supervisor when a topic has been approved.

ManageBac

At Sankar, IBDP students use ManageBac for:

- development of ideas,
- storage of sources,
- communication with supervisors and
- the final upload of the required reflections and essay drafts -this includes the FINAL submission version.

Students will be allocated their subject and supervisor. This will be reflected on ManageBac.

How to use ManageBac to stay organised

1. Visit ManageBac regularly
2. Select Extended Essay tab
3. Check calendar deadlines
4. Check for communication from supervisor
5. Communicate with your supervisor regularly in the 'Notes and Interviews' section
6. Check the 'to-do' list
7. Save sources, ideas and planning documents on Researchers Reflection Space (RRS)
8. Enter official reflections as per the timeline on the next page (first, second and final). These contribute up to 6 marks to your final EE grade. *Supervisors will guide you in this.*

EXTENDED ESSAY MANAGEMENT RECORD 2021/2023

Tasks to be completed by due dates and documented on ManageBac

What needs to be done:	Date	Supervisor reminders
<p style="text-align: center;">Subject and supervisor DECIDED</p> <p><i>Student begins initial research into the suitability of the topic, uses May-June holidays to gather materials/ideas</i></p>	<p>By end of April</p> <p>2021</p>	<p>DISCUSSION of topic ideas, research strategies, read EE Subject Guide on ManageBac (Files)</p>
<p>FIRST PROGRESS MEETING</p> <p>Evidence of background reading/trial runs of methodology/methodology discussed</p> <p>Student provides <u>INITIAL PLAN</u> of essay</p>	<p>BY Second Wk of May</p> <p>2021</p>	<p>N (not satisfactory ATTENTION)</p> <p>P (partial, more work needed)</p> <p>S (satisfactory progress)</p> <p>FIRST REFLECTION complete (150 words maximum)</p>
<p>SECOND PROGRESS MEETING</p> <p>Formal plan written/discussion of data collection/core topic reading completed/discussion with supervisor. January holiday programme planned with supervisor/narrowed the focus of essay.</p> <p><i>Student completes all research and development on the upcoming break</i></p>	<p>BY Second Wk of August</p> <p>2021</p>	<p>N (not satisfactory ATTENTION)</p> <p>P (partial, more work needed)</p> <p>S (satisfactory progress)</p>
<p>THIRD PROGRESS MEETING</p> <p>Has commenced writing/discussion with supervisor. Completed experiments/reading.</p> <p><i>Supervisor alerts WBL or IBDPC with any concerns. Supervised Study sessions begin (Friday after school)</i></p>	<p>By First Wk of August</p> <p>2022</p>	<p>N (not satisfactory ATTENTION)</p> <p>P (partial, more work needed)</p> <p>S (satisfactory progress)</p> <p>SECOND REFLECTION complete (150 words maximum)</p>
<p>FIRST DETAILED PLAN AND WRITING</p> <p>Substantial draft or plan suitable for feedback.</p> <p>2000 min words (subject dependent)/assessment criteria addressed or acknowledged.</p>	<p>BY End Of July</p> <p>2021</p>	<p>N (not satisfactory ATTENTION)</p> <p>P (partial, more work needed)</p> <p>S (satisfactory progress)</p>
<p>FIRST COMPLETE DRAFT</p> <p>Essay almost complete/suggested changes and improvements incorporated/Referencing correctly completed/Introduction and Conclusion drafted/ALL criteria addressed.</p>	<p>By End of Oct</p> <p>2021</p>	<p>N (not satisfactory ATTENTION)</p> <p>P (partial, more work needed)</p> <p>S (satisfactory progress)</p>
<p>VIVA VOCE</p> <p>CORE WEEK</p> <p>The final interview takes place during this final week and guides the final reflection and supervisor's report.</p> <p>NO SIGNIFICANT CHANGES to the EE after this</p>	<p>By End of Dec</p>	<p>N (not satisfactory ATTENTION)</p> <p>P (partial, more work needed)</p> <p>S (satisfactory progress)</p> <p>FINAL REFLECTION complete (200 words maximum)</p>

interview.

SUBMISSION

Students proof read their essay.
Completed electronic copy and uploaded to ManageBac.

Submission of reflection is locked at 9pm on Friday

**(BY
THE)
LAST
DAY OF
TERM 2**

Supervisor marks ManageBac worksheet:

- Green COMPLETE
- Green or Red flag or Gold Trophy

ASSESSMENT CRITERIA

Below are the 5 criteria that total 34 marks and a brief description of an essay that is awarded marks in the top mark band for each.

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It 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.

- 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.

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.

- 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.

Criterion C: Critical thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

- 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 analyzed 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.

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.

3–4 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.

Criterion E: Engagement

This criterion assesses the student’s engagement with their research focus and the research process. It 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*.

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.

GRADE AWARD (boundaries):

Grade:	E	D	C	B	A
Mark range:	0-6	7-13	14-20	21-26	27-34

FINAL NOTE ON GRADE AWARD

A GRADE OF E IS A FAILING CONDITION OF THE DIPLOMA.

Academic honesty in research

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the **precise** sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

The IB's minimum requirements include:

- name of author
- date of publication
- title of source
- page numbers (print sources only)
- date of access (electronic sources only).

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student's understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography **must** list only those sources cited.

Citations

A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained.

A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor or school librarian should help the student decide on a style for the particular subject of the essay. It is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB's minimum requirements.

When choosing the style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

Using online encyclopedias and other similar information websites

As a tool for research, free online encyclopedias can be valuable resources, but there are several reasons why students should be cautious in using them:

- they tend to be general encyclopedias
- very often the author is unknown
- there is no guarantee that the content meets standards of academic rigor—it may not, for example, have been through a process of peer review
- The content can be unstable, in that it can change at any time.

Teachers, supervisors and coordinators may caution against the use of free online encyclopedias and other similar information websites. Certainly a bibliography that only cites these for reference or an argument that is overly reliant on them will not demonstrate the necessary “range of sources” required by the assessment criteria for the extended essay. They may also not be relevant or appropriate for the research question being explored.

Many online encyclopedias are not scholarly sources; however, if used appropriately and critically they can offer a useful starting point for many students undertaking research. Rather than absolutely discouraging the use of these sites, it may be more supportive to explore their potential as a platform for training students in research and thinking skills, especially in terms of assessing and evaluating the information they provide.

If using free online encyclopedias, students should do the following.

- Follow the references provided by the encyclopedia; this will help to verify the information given.
- Consider whether the article is part of a larger project, where a number of people are contributing to the discussion. If it is, then it implies that the writers have more than a casual interest in the topic being written about.
- Look to see if there is a rating for the information provided. If there is then this means that the information has undergone some sort of peer review and been given a rating. While not the same as an academic peer review, it can aid the judgment of the “quality” of the information.

The key point to remember, if students do use information that is found on the internet, is that they are responsible for ensuring that it is both reliable and accurate.

EE Referencing checklist

Documentation checklist

When you have used an author's exact words, have you put "quotation marks" around the quotation **and** named (cited) the original writer?

(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)

When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?

When you use someone else's words or work, is it clear where such use starts—and where it finishes?

Have you included full references for all borrowed images, tables, graphs, maps, and so on?

Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?

Internet material: Have you included both the date on which the material was posted **and** the date of your last visit to the web page or site?

Internet material: Have you included the URL or the DOI?

For each citation in the text, is there a full reference in your list of references (works cited/bibliography) at the end?

Is the citation a direct link to the first word(s) of the reference?

For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?

Do(es) the first word(s) of the reference link directly to the citation as used?

Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?

FINAL NOTE ABOUT ACADEMIC HONESTY

It is the student's responsibility to keep sources documented on ManageBac (Researchers Reflection Space) and to acknowledge their use within the essay.

Plagiarism (accidental or deliberate) will be investigated with a potential NO AWARD OF DIPLOMA.

Reflection in the core

Being reflective is one attribute of the IB learner profile: *“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”*

Reflection in the extended essay

- Reflection in the extended essay focuses on the student’s progress during the planning, research and writing process. It is intended to help students with the development of their extended essay as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
- The emphasis in the extended essay is on **process** reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.
- Students will be encouraged to informally reflect throughout the experience of researching and writing the extended essay, but are required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections on planning and progress form.

Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to setbacks that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the *Reflections on planning and progress form* and is explicitly assessed under assessment criterion E (engagement).

Students are **strongly** recommended to:

- develop a Researcher’s reflection space as a planning tool.
- use the Researcher’s reflection space to prepare for reflection sessions
- share excerpts from the Researcher’s reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question

- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher’s reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

The student–supervisor relationship

Students can use the RRS to prepare for their reflection sessions with their supervisors.

Reflection session	Description
The first reflection session	Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.
The interim reflection session	As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, setbacks encountered and the strategies used to overcome them.
The final reflection session—<i>viva voce</i>	During the <i>viva voce</i> , which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

Possible topic ideas

Group 1

Topic	An exploration of evil as a motivating force in drama
Research question	How effectively does Christopher Marlowe present his view of evil in <i>Dr Faustus</i> ?
Approach	A detailed study of the play to include selected quotations to support the argument, with reference to secondary source material if appropriate.
Topic	The treatment of prejudice in novels
Research question	How far are the approaches to prejudice and discrimination different in <i>To Kill a Mockingbird</i> and <i>The Kite Runner</i> ?
Approach	The identification of types of prejudice (religious, racial, caste, gender, as appropriate) in the novels and the selection of detailed incidents and/or character studies for close analysis. Some background research into 1950s America and Afghanistan between 1970 and the mid-1990s may be helpful in establishing a context for the argument and a comparative element to the discussion.
Topic	The use of colour in Friedrich Dürrenmatt's play <i>Der Besuch der alten Dame</i>
Research question	How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play <i>Der Besuch der alten Dame</i> ?
Approach	An analysis and evaluation of colour symbolism in Dürrenmatt's play <i>Der Besuch der alten Dame</i> .

Group 2

Language	French
Topic	Idiomatic expressions: geographic influence on the French language
Research question	To what extent does geography influence the use of French idiomatic expressions?
Approach	An investigation into the use of idiomatic expressions in Francophone countries that reflect the local geography.
Language	Dutch
Topic	The language of discrimination in Dutch popular media

Research question	How do the various terms used to refer to foreigners and immigrants in popular media reflect various shades of discrimination in Dutch society?
Approach	A socio-linguistic investigation into the connotation of the various terms for immigrants and other non-Dutch people used widely within Dutch society that reflect shades of discrimination towards particular racial or ethnic groups.
Language	Portuguese
Topic	Social tension in Brazil in the 1960s as depicted in the lyrics of selected popular protest songs performed by Zelia Barbosa
Research question	To what extent did songs of protest reflect the growing social tensions in Brazil under the military dictatorship in the 60s?
Approach	An investigation into the thematic content of Brazilian protest songs.
Language	Spanish
Topic	The use of narrative voice in Mexican novels
Research question	How does Juan Rulfo effectively use both first and third person in his novel Pedro Páramo to merge the worlds of the living and the dead?
Approach	A textual analysis to reveal the narrative techniques used by the author to create the “magical” atmosphere of the novel.

Group 3

Topic BM	An evaluation of the case for strengthening social responsibility practices at multinational XYZ
Research question	Should multinational XYZ strengthen its corporate social responsibility practices in the aftermath of scandal X?
Approach	<p>A review of how various local and international media reported on the reasons for and events around scandal X at multinational XYZ.</p> <p>Analysis of the social responsibility practices at multinational XYZ preceding scandal X, with a particular emphasis on practices and indicators relevant to scandal X.</p> <p>Application of SWOT analysis to these practices.</p> <p>Identification of potential ways of strengthening social responsibility practices from industry leaders.</p> <p>Application of SWOT analysis to these practices.</p>

	Evaluation, from different stakeholder groups' perspectives, on whether multinational XYZ should strengthen its social responsibility practices in suggested ways or leave them as is.
Topic ECONOMICS	Company X's abuse of monopoly power in the fast food industry of Country Y
Research question	To what extent does Company X abuse its monopoly power in the fast food industry in Country Y?
Approach	<p>Theory to be researched in depth:</p> <p>Positive and negative outcomes associated with monopoly power.</p> <p>Data to be gathered through secondary (or primary) research:</p> <p>Positive "behaviours" of Company X in terms of pricing, innovation, corporate social responsibility in Country Y.</p> <p>Negative "behaviours" of Company X in terms of pricing, lack of innovation, anti-competitive behaviour in Country Y.</p> <p>Articles in the newspapers about company activity.</p> <p>Possible primary research:</p> <p>Interviews with customers to ascertain consumer satisfaction.</p> <p>Email questions to representative of the country's competition commission to gather information about the company's competitive behaviour.</p>
Topic GEOGRAPHY	Globalization in the Suseong district of South Korea
Research question	Can Suseong be considered to be a socially globalised community?
Approach	The approach uses the KOF Index definition of social globalization. A questionnaire was used to gather information regarding levels of social globalization in each of the 13 subdistricts of Suseong, including dress, music, food, language, technology, access to foreign TV stations, newspapers and services. A land use survey was carried out to examine the range of foreign restaurants, fast food, shops and services. Levels of personal contact, information flows and cultural proximity (KOF indicators), were then evaluated for the sample population in the study area.
Topic HISTORY	The 1968 Democratic Convention in Chicago
Research question	"I have done my best. I have lost, Mr. Nixon has won." (Hubert Humphrey) To what extent did Hubert Humphrey lose the 1968 presidential election because of the Chicago Convention?

Approach	General reading is undertaken to aid familiarization with the events of 1968, a year marked by riots, protests and political assassinations. Both primary and secondary sources are used as well as different interpretations accessed to discover the reasons for the defeat of Humphrey, the Democratic presidential candidate. These are identified and assessed to allow a judgment to be made on the importance of the Convention as a factor that influenced the outcome of the election.
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Group 4

Topic BIOLOGY	Urease from soy beans
Research question	How does the level of urease activity differ between dried and fresh soy beans?
Approach	The enzyme is extracted from dried and fresh soy beans. Urease activity is measured by monitoring the pH of the solution using a suitable approach such as a pH probe or indicator.
Topic CHEMISTRY	Investigation of changing reflux time on the yield of aspirin
Research question	Does increasing reflux time increase the percent yield of aspirin for the reaction between acetic anhydride and salicylic acid?
Approach	Experimental: aspirin is produced from acetic anhydride and salicylic acid at varying reflux time intervals.
Topic PHYSICS	The time taken to reach terminal velocity
Research question	How does the time taken to reach terminal velocity depend upon the viscosity of the fluid it is falling through?
Approach	This is a good opportunity for experimentation using a viscous liquid. Quantitatively measuring viscosity and changing the viscosity without changing other variables will provide additional challenges. Mathematically modelling using a spreadsheet simulation will help to determine the expected answer.

Group 5

Topic	The geometry of navigation
Research question	What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now we have man-made satellites?

Approach	Using one of the two geometric representations of the Earth (spherical or ellipsoidal), describe how maps and charts were produced to assist navigators in the past.
Topic	Square–triangular numbers and Pell’s equation
Research question	How many square numbers are also triangular numbers, where are they and what other problems lead to Pell’s equation?
Approach	A description of square and triangular numbers, and how the locations of numbers that are both are solutions of Pell’s equation. Some other problems, perhaps in number theory and geometry, that lead to the equation could be described, with a brief history of the equation included.

Group 6

Topic MUSIC	Ennio Morricone’s film music
Research question	What compositional techniques support characterization in the music Ennio Morricone wrote for the film <i>The Mission</i> ?
Approach	A study of pitch, motives, orchestration and texture used in three pieces from the soundtrack to <i>The Mission</i> (musical analysis). An investigation to determine and discuss how Ennio Morricone’s use of musical elements and compositional devices support characterization in the film (eg comparative analysis, questionnaires, literature review).
Topic VISUAL ART	Cultural influences on Pablo Picasso’s work
Research question	Picasso: individual genius or cultural thief?
Approach	An investigation of the extent to which selected images in Picasso’s work may have been appropriated from other cultural sources.
Topic	Architectural influences: the Pompidou Centre
Research question	How were Sir Richard Rogers and Renzo Piano influenced by the Maison de Verre designed by Pierre Chareau in their design and construction of the Pompidou Centre in Paris?
Approach	An original investigation into the stylistic similarities in the architecture of these two buildings.

A note on topic, title and research question

It is important that students understand the distinction between the terms **topic**, **title** and **research question**.

The **topic** of the extended essay is the subject, issue or theme that you are investigating within a specific DP subject or world studies area of study. The topic, which develops during the initial thinking about the EE, should later be reflected in the wording of the title.

The **title** of the EE is a clear, summative statement that specifically focuses the topic being researched. It appears on the title page. A title should:

- be short, descriptive and succinct
- not be phrased as a question
- use key words that connect with the topic and the DP subject or world studies area of study
- attract the interest of the reader.

The **research question** derives from the title and is expressed as a question that is intended to be answered through researching and writing the EE. It appears on the title page and could also be visible as a header throughout the essay. It should:

- be clear and focused
- provide a path through which you can undertake achievable research
- use key words that connect with the topic, the title, and the DP subject or world studies area of study
- support the development of an argument.

Writing the extended essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. More details about each element are given in the “Presentation” section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

Title page

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

WORD COUNT REQUIREMENTS

Please refer to the following guidance on what content should be included in the word count.

Included in the word count	Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	<i>The Reflections on planning and progress form</i>
	Headers

YEAR 11 EXTENDED ESSAY: THE ROLE OF MANAGEBAC

IB Diploma Class 2018 to 2019 (EE and CAS) (Grade 11)

Overview Plans CAS Extended Essay Theory of Knowledge Messages Calendar Files Members

Next 2 weeks

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Today	16	17 8:35AM ManageBac presentation (EE)	18	19	20	21
22	23	24	25	26	27	28

Upcoming Events or Deadlines

- AUG 17** ManageBac presentation (EE) Workshop Friday at 8:35 AM
- AUG 31** Submit EE Application to Homeroom teacher Extended Essay Friday at 8:35 AM

Latest Activity

Event	Author	Date
Submit EE Application to Homeroom teacher	Deanna Krills	August 14, 2018
ManageBac presentation (EE)	Deanna Krills	August 14, 2018
EE Presentation: Introduction to the EE	Deanna Krills	August 14, 2018

Overview

General dates and upcoming things to do

Check regularly to stay organised

IB Diploma Class 2018 to 2019 (EE and CAS) (Grade 11)

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August 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10 8:35AM EE Presentation: Introduction to the EE	11
12	13	14	15	16 8:35AM ManageBac presentation (EE)	17	18
19	20	21	22	23	24 8:35AM Submit EE Application to Homeroom teacher	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Filter sidebar options:

- Event Categories: IB Deadlines, Import Events
- FILTER CALENDAR: Core (Exams, CAS, Extended Essay, Theory of Knowledge), Subject Group (Language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics, Arts)
- FILTER EVENTS BY CATEGORY: Workshop, EE

Calendar

Specific dates and upcoming things to do

Check regularly to stay organised

ManageBac | Files

Secure | <https://kilmore.managebac.com/teacher/year-groups/10877583/files>

Menu The Kilmore International School Deanna Krilis 22 Settings Launchpad Help & Support Logout

IB Diploma Class 2018 to 2019 (EE and CAS) (Grade 11)

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Name	Size	Modified
EE Subject Guides	--	Aug 14, 2018 at 9:33 PM
EE_Request_Application_Form.pdf by Deanna Krilis		Aug 14, 2018 at 5:58 PM
IB_Extended_Essay_2018_presentation_100818.pdf by Deanna Krilis		Aug 14, 2018 at 5:58 PM
Complete_EE_booklet_2019.pdf by Deanna Krilis		Aug 14, 2018 at 5:57 PM

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Files

Important information saved as a central access point for students

Check regularly to stay organised

ManageBac | Deanna Krili

Secure | <https://kilmore.managebac.com/teacher/year-groups/10877583/users/12423604/projects/ee>

IB Diploma Class 2018 to 2019 (EE and CAS) (Grade 11)

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← Kriti Bhoomla

Worksheet Researcher's Reflection Space Assessment Planning and Progress Form

No proposal submitted
No subject provided
To Dos
Add Item

Extended Essay Documents
There are no documents to show at this time.
Add Document

Notes & Interviews

Record as Interview Note

Your note will be automatically delivered via e-mail. Post Note

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Extended Essay

Student's own page, Application will be saved here

Worksheet will contain 'to-do' list

Notes and Interviews are the space to message supervisor and ask questions

Add Journal Entry allows you to store sources for later access and for supervisor to check your progress

Journal Entries and sources can be in various formats

Assessment

This is the official assessment criteria for students to follow and supervisors to check progress along the journey

Planning and Progress Form

This becomes the RPPF which contains 3 required reflections and supervisor's comment

Reflections are completed at specific stages of the EE process and are date stamped on ManageBac and the final RPPF for examiners to check the student's time management

It is *Exported to PDF* so it can be submitted to the IB for marking (6 marks out of 34)

Wait for supervisor's advice on how this is completed, there are specific questions and style requirements

Students will be given time through the 4 terms in Friday extended homeroom to check their ManageBac page and update their work. These times are also for asking questions about the process and taking responsibility for understanding of this core task.

EE SUBJECT APPLICATION FORM 2020-22

Student Name: _____

What subject(s) do you intend to study after leaving school? In India or elsewhere (UK/USA)?

What career aspirations do you have in mind?

What resources do you have access to? Think about holiday time also.

What language do you want to complete the EE in? ENGLISH OTHER

Please list **3 different possibilities** for this research task:

PROPOSAL 1

HL Subject 1: _____

Identified topic and title:

PROPOSAL 2

HL Subject 2: _____

Identified topic and title:

PROPOSAL 3

HL Subject 3: _____

Identified topic and title:

On THE BACK OF THIS PAPER, write your letter of motivation. This should include a thoughtful account of your intentions and a justification for your first preference. It should be about 300 words in length.

EE subject assigned: _____

Name of supervisor: _____

Comments: _____

References

Extended essay Guide first examination 2017 by International Baccalaureate Organization 2007

Program Standards and Practices by International Baccalaureate Organization 2009, published January 2014.

Handbook of procedures for the diploma programme 2015 by International Baccalaureate Organization 2009.