

# International Baccalaureate Diploma Program Extended Essay Component – 2018-2019 School Year

## School of the Nations - Macau

**Coordinator:** Mrs. Jones

**Extended Essay Supervisors:** S.O.N. IB Faculty

### General Information

The Extended Essay is an essential component in the IB Diploma Program. The purpose of the essay is to allow students to engage in independent research and pursue knowledge in a subject area of personal interest. The students will be required to communicate their information in a logical manner and present the final essay according to the IBO guidelines.

Extended essays must be written in English unless the topic is chosen from Group 2 (Chinese) in which case the essay must be written in Chinese. The extended essay should include an introduction, body and conclusion with a limit of 4000 words. Papers in excess of 4000 words are subject to penalties and examiners are not required to read them.

An important part of this process is the learning and personal reflection that students experience. Students must complete specific formal written reflections three times during the process of developing their extended essay. These are important aspects of the learning and do figure prominently in determining the level of engagement you have with the task. Students must use the ManageBac system for both formal and informal reflections throughout the process. Maintaining on-going informal reflections will help your adviser and the extended essay coordinator keep track of your progress throughout the process and aid you in formulating and tracking ideas.

Potential IB Diploma Candidates will be introduced to the skills necessary for completing a research paper after they have completed the I.G.C.S.E. exams in Form 4. They will be further introduced to the various aspects of the extended essay during Form Five. Students will be given materials to help them in proceeding with their research, including the extended essay requirements, necessary forms to be completed during the essay process, along with a list of important due dates to help track their progress. The extended essay coordinator will monitor the research process and will maintain communication with the faculty supervisors/advisers. Students will be given school marks for progress and engagement on their extended essay during Form 5 and for part of Form 6.

**Please note that completion of the tasks outlined for Form 5 is required in order to advance to Form 6. Students who do not have a comprehensive draft of at least 3500 words by the date set will not be allowed to progress to Form 6 regardless of their other marks. Any student guilty of plagiarism on all or part of their work on the extended essay will not advance to Form 6. Two of the formal personal reflections must also be completed during your Form 5 year in order to advance to Form 6.**

## Choosing a Subject and Topic

The subject selection for the extended essay must come from the list of available subjects in the *Extended Essay Guide*. Once the subject is chosen and approved, a topic within that subject must be selected. Students are advised to choose a subject that they have both sufficient background knowledge, skill, and sufficient interest to ensure their motivation. Subjects that are not part of the student's diploma program course of study are permitted, but caution is advised unless the student has a high level of personal interest and requisite background knowledge in that particular subject. Approval of a student's selection of a subject area remains with the Extended Essay and IB Coordinators.

Choosing a topic from a particular subject requires careful consideration. Students are advised to review the relevant subject guidelines, which will be provided by the IB coordinator. Topics should be limited in scope so that students have the opportunity to research the issue in depth. Collecting data and information should allow students to provide analysis and evaluation of their research; however, it is not necessary for this research to make a contribution to knowledge within the subject.

Broad topics are not likely to result in successful essays. Likewise, essays that do not reflect personal research but rely on narrative or descriptive approaches will not be appropriate.

## Assigning a Supervisor/Adviser

Once a subject area has been chosen, each student will receive a faculty supervisor/adviser. Students will request a particular supervisor, based on their subject and the availability of the faculty member. The extended essay supervisor/adviser will always be someone with the necessary qualifications and experience in the subject area chosen by the candidate. It is also very important that the supervisor be familiar with the IB diploma program in general. Their primary responsibilities will be to encourage and support the candidate, provide guidance concerning the subject, ensure that the candidate's essay is his/her own work, and complete the supervisor's report. In addition, the supervisor will be responsible for assisting the candidate with defining a topic, developing a suitable question, and helping them to find the necessary resources to complete their research project.

We will make an effort to provide you with the subject and adviser you requested. If, however, that particular adviser has more requests than he/she is allowed to take (maximum three students per adviser), OR if the subject teacher feels that your skills or maturity in that area is not sufficient to sustain this project, the extended essay coordinator will meet with you to discuss an alternative choice.

Because the demands of the extended essay can be overwhelming at times, it is extremely important for the candidate to maintain close contact with their supervisor/adviser throughout the research process and to receive general guidance on time management. Each candidate must meet the designated timeline (attached). This timeline identifies very specific deadlines for the important stages in their research and writing.

## Assessment

The candidate’s supervisor, in consultation with the extended essay coordinator and the IB Diploma Coordinator will be determining the predicted grade for the extended essay. As you know, predicted grades are very important since they often form the basis of an offer of admission a student may receive to universities. Extended Essay grades are on an A-E scale.

The grade descriptions are:

|   |                          |
|---|--------------------------|
| A | Excellent performance    |
| B | Good performance         |
| C | Satisfactory performance |
| D | Mediocre performance     |
| E | Elementary performance   |

Final scoring of the extended essay will follow IBO guidelines and will be based on both general and subject-specific criteria. Since the main purpose of the extended essay is to engage students in independent research, the general assessment criteria are given twice as much weight as the subject-specific criteria. It is important to remember that the extended essay is a required component of the IB and must be successfully completed. The points awarded for the extended essay will be made in conjunction with the Theory of Knowledge Assessment. A total of 3 points may be earned for these central components. These points often make the difference between getting the IB diploma, as well as getting a university offer based on your overall IB score. The combination of points will be awarded according to the matrix below:

|                |                   | Theory of knowledge    |                    |                    |                    |                        |               |
|----------------|-------------------|------------------------|--------------------|--------------------|--------------------|------------------------|---------------|
|                |                   | Excellent<br>A         | Good<br>B          | Satisfactory<br>C  | Mediocre<br>D      | Elementary<br>E        | Not submitted |
| Extended essay | Excellent<br>A    | 3                      | 3                  | 2                  | 2                  | 1 + Failing condition* | N             |
|                | Good<br>B         | 3                      | 2                  | 1                  | 1                  | Failing condition*     | N             |
|                | Satisfactory<br>C | 2                      | 1                  | 1                  | 0                  | Failing condition*     | N             |
|                | Mediocre<br>D     | 2                      | 1                  | 0                  | 0                  | Failing condition*     | N             |
|                | Elementary<br>E   | 1 + Failing condition* | Failing condition* | Failing condition* | Failing condition* | Failing condition*     | N             |
|                | Not submitted     | N                      | N                  | N                  | N                  | N                      | N             |

## IB Assessment of the final Extended Essay:

### 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.

| Level | Descriptor of strands and indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | <p><b>The work does not reach a standard outlined by the descriptors below.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1–2   | <p><b>The topic is communicated unclearly and incompletely.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>The research question is stated but not clearly expressed or too broad.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Methodology of the research is limited.</b></p> <ul style="list-style-type: none"> <li>• The source(s) and/or method(s) to be used are limited in range given the topic and research question.</li> <li>• There is limited evidence that their selection was informed.</li> </ul> |
| 3–4   | <p><b>The topic is communicated.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|     | <p>The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</p> <p><b>Methodology of the research is mostly complete.</b></p> <ul style="list-style-type: none"> <li>• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>• There is some evidence that their selection(s) was informed.</li> </ul> <p><b>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.</b></p>                                                                                                                                                                                                                               |
| 5–6 | <p><b>The topic is communicated accurately and effectively.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.</li> </ul> <p><b>The research question is clearly stated and focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.</li> </ul> <p><b>Methodology of the research is complete.</b></p> <ul style="list-style-type: none"> <li>• An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question.</li> <li>• There is evidence of effective and informed selection of sources and/or methods.</li> </ul> |

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.

| Level | Descriptor of strands and indicators                                         |
|-------|------------------------------------------------------------------------------|
| 0     | <b>The work does not reach a standard outlined by the descriptors below.</b> |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1–2 | <p><b>Knowledge and understanding is limited.</b></p> <ul style="list-style-type: none"><li>• The application of source material has limited relevance and is only partially appropriate to the research question.</li><li>• Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</li></ul> <p><b>Use of terminology and concepts is unclear and limited.</b></p> <ul style="list-style-type: none"><li>• Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</li></ul>                                                                                                                                                                            |
| 3–4 | <p><b>Knowledge and understanding is good.</b></p> <ul style="list-style-type: none"><li>• The application of source material is mostly relevant and appropriate to the research question.</li><li>• Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.</li></ul> <p><b>Use of terminology and concepts is adequate.</b></p> <ul style="list-style-type: none"><li>• The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</li></ul> <p><b>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.</b></p> |
| 5–6 | <p><b>Knowledge and understanding is excellent.</b></p> <ul style="list-style-type: none"><li>• The application of source materials is clearly relevant and appropriate to the research question.</li><li>• Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</li></ul> <p><b>Use of terminology and concepts is good.</b></p> <ul style="list-style-type: none"><li>• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</li></ul>                                                                                                                                                                                                                    |

Criterion C: Critical thinking

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

| Level | Descriptor of strands and indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | <p><b>The work does not reach a standard outlined by the descriptors below.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1–3   | <p><b>The research is limited.</b></p> <ul style="list-style-type: none"> <li>• The research presented is limited and its application to support the argument is not clearly relevant to the research question.</li> </ul> <p><b>Analysis is limited.</b></p> <ul style="list-style-type: none"> <li>• There is limited analysis.</li> <li>• Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</li> </ul> <p><b>Discussion/evaluation is limited.</b></p> <ul style="list-style-type: none"> <li>• An argument is outlined <b>but</b> this is limited, incomplete, descriptive or narrative in nature.</li> <li>• The construction of an argument is unclear and/or incoherent in structure hindering understanding.</li> <li>• Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.</li> <li>• There is an attempt to evaluate the research, but this is superficial.</li> </ul> <p><b>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.</b></p> |
| 4–6   | <p><b>The research is adequate.</b></p> <ul style="list-style-type: none"> <li>• Some research presented is appropriate and its application to support the argument is partially relevant to the research question.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|     | <p><b>Analysis is adequate.</b></p> <ul style="list-style-type: none"><li>• There is analysis <b>but</b> this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.</li><li>• Any conclusions to individual points of analysis are only partially supported by the evidence.</li></ul> <p><b>Discussion/evaluation is adequate.</b></p> <ul style="list-style-type: none"><li>• An argument explains the research <b>but</b> the reasoning contains inconsistencies.</li><li>• The argument may lack clarity and coherence but this does not significantly hinder understanding.</li><li>• Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.</li><li>• The research has been evaluated but not critically.</li></ul>                                                                                                                                                                                                                                                       |
| 7–9 | <p><b>The research is good.</b></p> <ul style="list-style-type: none"><li>• The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question.</li></ul> <p><b>Analysis is good.</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.</li></ul> <p><b>Discussion/evaluation is good.</b></p> <ul style="list-style-type: none"><li>• An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.</li><li>• 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.</li><li>• The research has been evaluated, and this is partially critical.</li></ul> |



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| 10–12 | <p><b>The research is excellent.</b></p> <ul style="list-style-type: none"> <li>• The research is appropriate to the research question and its application to support the argument is consistently relevant.</li> </ul> <p><b>Analysis is excellent.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conclusions to individual points of analysis are effectively supported by the evidence.</li> </ul> <p><b>Discussion/evaluation is excellent.</b></p> <ul style="list-style-type: none"> <li>• An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</li> <li>• 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.</li> <li>• The research has been critically evaluated.</li> </ul> |
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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.

| Level | Descriptor of strands and indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | <p><b>The work does not reach a standard outlined by the descriptors below.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1–2   | <p><b>Presentation is acceptable.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some layout considerations may be missing or applied incorrectly.</li> <li>• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</li> </ul> |

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| 3–4 | <p><b>Presentation is good.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Layout considerations are present and applied correctly.</li> <li>• The structure and layout support the reading, understanding and evaluation of the extended essay.</li> </ul> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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, and is based solely on the candidate’s reflections as detailed on the [RPPF](#), with the supervisory comments and extended essay itself as context. Only the first 500 words are assessable.

| Level | Descriptor of strands and indicators                                                                                                                                                                                                                                                                                                                                                                     |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | <p><b>The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.</b></p>                                                                                                                                                                                                                 |
| 1–2   | <p><b>Engagement is limited.</b></p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are mostly descriptive.</li> <li>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</li> </ul>                                                                                                           |
| 3–4   | <p><b>Engagement is good.</b></p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</li> <li>• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</li> </ul> |
| 5–6   | <p><b>Engagement is excellent.</b></p> <ul style="list-style-type: none"> <li>• Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process.</li> </ul>                                                                                                       |



|  |                                                                                                                                                                                                                                                                                             |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
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In addition to the score a student receives at the end of the IB program, school marks will be recorded on S.O.N. report cards during Form Five and during a portion of Form Six. The Extended Essay Grades for Form 5 students (terms 1, 2, 3 & 4) and for Form 6 (terms 1 & 2) include the following elements:

- Attending and **fully participating** in the required plenary sessions scheduled (you must have written documentation for missing all or a part of these scheduled sessions or they are considered unexcused absences). This year, these sessions will be part of homeroom activities and MAY include two Saturday morning sessions during Form Six. This means that if you miss homeroom on days where instruction and guidance is given on the Extended Essay, it will affect your EE term mark.
- Submitting required documents by the due dates given.
- Taking initiative in meeting with staff (supervisor and/or coordinator). Taking initiative also includes posting ideas, resources, and information in the informal reflection space on ManageBac.
- Demonstrated effort in producing work on the extended essay that is reflective of your ability.

ALL of these requirements must be met and evident in order for the student to get an “A” for their EE term mark. The extended essay coordinator, in consultation with the student’s supervisor and the IB coordinator, will award the extended essay grades.

**Examples of extended essay report card grade descriptors on student report cards:**

A = Attended and participated fully and positively in the required plenary sessions, submitted required documents per the deadlines given, took good initiative in meeting with staff and reflecting on their learning as required, produced materials that were reflective of the student’s ability and that demonstrated outstanding effort.

B = Missed one or more of the required plenary sessions or did not participate fully and/or responsibly in these, submitted all documents per the deadlines given, took some initiative in meeting with staff and providing ongoing reflections as required, produced materials that demonstrated reasonable effort.

C = Missed one or more of the required plenary sessions or failed to participate fully and/or responsibly, or submitted one or more document late, or produced materials that demonstrated some effort, and/or did not take initiative in meeting with staff or reflecting on learning as required.

D = Missed more than three plenary sessions, or was inattentive or non-participative at more than one of these sessions, or submitted one or more documents late, or did not produce materials that demonstrated effort, and/or or did not take initiative in meeting with staff or reflecting on their learning, as required.

E = Missed many or most required plenary sessions, was inattentive or disruptive during more than two sessions, or submitted documents late, or failed to submit one or more required documents, or did not produce any work on the extended essay this term, and/or did not take any initiative in meeting with staff as required or set meetings and then didn't attend meetings scheduled.

### Summary of due dates:

October 9, 2018 – Step 1 Form- Student/Parent Contract

October 25, 2018– Step 2 Form – Subject & Supervisor Choice

November 27, 2018 – Step 3 Form – Topic & Research Question

December 11, 2018 – FORMAL Reflection ONE

January 24, 2019 – Step 4 Form – Annotated Bibliography

March 26, 2019 – Step 5 Form – Partial Rough Draft (2000 words)

May 31, 2019 – Step 6 Form – Comprehensive Rough Draft (3500 words)

June 11, 2019 – FORMAL Reflection TWO

### Extended Essay Timeline

**May-June 2018:** Introduction to the Extended Essay and the research process during the IB Orientation required of all Form 4 students.

**September 2018:** Begin information meetings with DP candidates

**October 2018:** Student/parent contract due to EE Coordinator (Step1 Form) & Subject and proposed supervisor choice due to EE Coordinator (Step 2 Form)

**November 2018:** Topic and research question due to EE Coordinator (Step 3 Form)

**December 2018:** First FORMAL REFLECTION due

**January 2019:** Annotated bibliography due to EE Coordinator (Step 4 Form)

**March 2019:** A partial rough draft (at least 2000 words) is due to EE Coordinator (Step 5 Form)

**May 2019:** A comprehensive draft (at least 3500 words including ALL aspects of the required paper) is due to the EE Coordinator (Step 6 Form)

**Summer holiday:** Students work on revisions and improvements so that they can finalize their EE in the FIRST term of the 2019-2020 school year.

**October/November 2019:** Final plenary sessions with students to get peer feedback and to review citations and check for plagiarism.

**December 2019:** Final meeting needs to occur between the supervisor and the student. Note: This is the LAST CHANCE for the supervisor to meet with the candidate and to read a completed draft and provide feedback to the student.

**January 2020:** The Final Paper needs to be submitted to the supervisor. Students must submit one electronic copy and one hard copy.

**February 2020:** The Viva Voce (verification discussion) needs to occur between the supervisor and the student. Students must complete the third (final FORMAL reflection). Supervisors must submit all paperwork and copies of the final Extended Essays to the EE Coordinator.

## Subject list

Below you will find a list of the subject choices.

English Language  
English Literature  
Biology  
Business Management  
Chemistry  
Computer Science\*  
History\*  
Information Technology in a Global Society\*  
Mathematics  
Music  
Physics  
Psychology  
Theatre Arts\*



Visual Arts  
World Religions\*

Also:  
Chinese B

\* Not an IB course offering at S.O.N. These subjects can only be selected with proof of extensive knowledge and/or experience in the subject obtained outside of the IB program.



**Advisers Available for the 2018-2019 School Year (by Subject)**

*Note that subject teachers can only work with three students per year*

English (Language OR Literature):

Ms. Meredith

Mrs. Jones

Chinese B:

Ms. Chung

Business/Management:

Ms. Polly

Mrs. Jones

Psychology:

Mr. Paek

History:

Mr. Hewitt

World Religions:

Mr. Ali (the Badi Foundation)

Chemistry:

Ms. Roslin

Biology:

Ms. Meghna

Physics:

Mr. Knikman

Mathematics:

Mr. Vincent

Mr. Kim

Information Technology in a Global Society or Computer Science:

Mr. Nair

Visual Arts:

Mr. Campbell

Mr. Dale

Theatre:

Mrs. Campbell

Music:

Mr. Sheppard

Mr. Nair

1

Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).

2

Read the following materials: the assessment criteria, relevant subject-specific chapter of the *Extended essay guide*, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.

3

Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.

4

Choose a topic and undertake some background reading on it.

5

Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.

6

Draw up an outline plan for the research and writing process. This should include a timeline.

7

Begin to identify how and where they will gather source material for their research.

8

Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.

9

Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.

10

Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.

11

Undertake some preparatory reading in light of the proposed research question. *If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*

12

Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.*