



Friedrich-Ebert-Gymnasium, Bonn

Gymnasium der Stadt Bonn mit internationalem Profil

Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege

Organization of the Extended Essay

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In the first year of the two-year programme many of our students must write a “Facharbeit” for the German Abitur. This is a paper equivalent to the Extended Essay. Others opt for a Project-Course which also requires the production of an academic piece of writing which can also be submitted as an Extended Essay under certain circumstances.

Year 1

November	<p>Subject teachers give detailed subject specific information on the Facharbeit/Extended Essay in class.</p> <p>In two presentations the Coordinator of Upper School Years, the IB Coordinator and the Extended Essay Coordinator give general information on requirements concerning academic honesty, research and the process of writing the Facharbeit/Extended Essay. Guidelines for the Facharbeit can also be found on the school’s webpage. An Extended Essay booklet is handed out to IB students and their supervisors to give them a first overview. IB students are advised to use a Researcher’s Reflection Space (RRS) as well as a timeline to guide them through the whole process. Further information is available on MS Teams (“Effective Citing and Referencing”, a link to the Extended Essay Website, the form EE/RPPF, Extended Essay checklist- Unpacking the criteria etc.). IB candidates take part in a workshop on research in a library and referencing systems offered at our school in cooperation with the Municipal Library.</p>
December	<p>Students must decide on a first, second and third choice for their Facharbeit/Extended Essay subject. The allocation of supervisors is carried out by the head of year in liaison with the IB coordinator. No supervisor has more von 4 Facharbeiten/Extended Essays to supervise. Since we only have a small number of IB candidates they can usually write the Extended Essay in the subject of their first choice. Extended Essay supervisors are usually the students’ IB teachers. Therefore, problems can be easily discussed and overcome e.g. after lessons or during informal check in. It is checked whether a project paper can be written in the form of an Extended Essay. The Diploma Coordinator and the Extended Essay coordinator can be contacted by both students and teachers in case of difficulties. It is ensured that all supervisors are informed about the requirements of the Extended Essay in their subjects.</p>

January	First reflection session between supervising teacher and student to discuss plans concerning research, material and sources, feasible research questions and first ideas concerning the topic. The supervisor guides the student by asking questions which allow the student to find their own answers and/or possible weaknesses of their approach. While time slots for mandatory reflection sessions are specified, appointments are arranged directly with the supervisor. If students fail to keep appointments or if other issues arise concerning the planning and writing process, the IB Coordinator is informed.
March	Interim reflection session in which the progress of the essay concerning analytical aspects, progress concerning outline and plan are discussed.
April	Submission date: Facharbeit/draft version of the Extended Essay submitted to supervisor
May	Check-in session: Comment on the draft version of the Extended Essay.

Year 2

September	Last reflection session, submission date for the form EE/RPPF to be completed by the student - viva voce
February	Submission date for the form EE/RPPF to be completed by the teacher. Completed Extend Essay, form EE/RPPF send to the IB Coordinator together with the predicted Grade, Upload

Appendix: booklet for students and supervisors

July 2024

Extended essay

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form. The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma. It is presented as a formal piece of scholarship containing no more than 4,000 words accompanied by a reflection form of no more than 500 words. A student must achieve a D grade or higher to be awarded the Diploma.

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 to ensure that all requirements are met.

Students can use a Researcher's reflection space (RRS) to prepare for their reflection sessions with their supervisors.

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—viva voce During the viva voce, 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 viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this must be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

Reliance on external resources

Irrespective of the subject, the extended essay should be a complete piece of independent research, modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs

III Academic honesty

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

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

Writing the extended essay

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. 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:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- 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.

AN IMPORTANT NOTE: Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

The title

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should not be phrased as a research question.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in Dr Faustus?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

Body of the essay (research, analysis, discussion and evaluation)

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected

conventions of the subject in which their extended essay is registered. Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument must not be included in appendices or footnotes/endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document Effective citing and referencing.

Writing the essay takes time but if students have used their Researcher's reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

II Presentation

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is required:


the use of 12-point, readable font, double spacing, page numbering
no candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

Word counts

The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit.

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
	The Reflections on planning and progress form

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

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.

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.

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), URL.

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

Referencing online materials

References to online materials should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. All electronic sources must be date stamped by including the date the student accessed the resource (for example, accessed 12 March 2016). Caution should be exercised with information found on websites that do not give references or that cannot be cross-checked against other sources.

Accessing sources: technology literacy—using electronic sources

Using the internet as a resource for finding information is more and more commonplace, and it is a tremendous resource. However, it must be used critically and with care.

III Assessment criteria

The Descriptors of the highest achievement levels are the following:

A focus and method – marks 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.

B knowledge and understanding – marks 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.

C critical thinking – marks 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.

This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.

The research has been critically evaluated.

D presentation – marks 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.

E Engagement - marks 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.

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