

GUAJOME PARK ACADEMY



INTERNATIONAL BACCALAUREATE ORGANIZATION

EXTENDED ESSAY

Student Handbook

Name

If found please contact the above at

Phone: _____

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The EE at a glance

The EE is the centrepiece of the IB Diploma Programme. It is an integral and valuable learning experience for all Diploma Programme students, or an option for course students.

The aims of the EE are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

Choice of topic

The EE is an in-depth study of a focused topic. Students choose their topic from the list of available Diploma Programme subjects for the session in question. For those taking the IB diploma, this is normally one of the student's six chosen subjects. It may also be a subject that a course candidate has a background in.

Skills—research, writing, reflection

The EE gives students the opportunity to research a topic of their own choice, under the guidance of a [supervisor](#).

Students then undertake a major piece of formally presented, structured writing. They communicate their ideas and findings in a reasoned and coherent manner, appropriate to the subject chosen.

All students are required to undertake three reflection sessions with their supervisor. The third is a short, concluding interview, or *viva voce*, following the completion of the essay.

Key features of the EE

- The EE is compulsory for all students taking the Diploma and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The EE is externally assessed. Together with the grade for theory of knowledge, it contributes up to three points to the total score for the diploma.
- The EE process helps prepare students for university and other pathways beyond the Diploma Programme.
- Students must choose a subject for their essay from the list of Diploma Programme subjects in the Diploma Programme [Assessment procedures](#) for the session in question.
- The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as **a formal piece of sustained academic writing** (4,000 words maximum) accompanied by **a reflection form** (500 words maximum).
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to last three to five hours in total, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher after the essay is completed.

Implementation of the EE process, including supervision

| Feature | Explanation |
|--|--|
| Reflection is a compulsory element of the EE | <p>The inclusion of reflection recognizes that the process of completing the EE is important in terms of skills development.</p> <p>Reflection is an important aspect of the Diploma Programme core, with each element providing a different kind of reflection. In the EE, reflection focuses on students' progress during the research process. It is intended to help students with their planning and completion of the EE, as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed in order to complete the task. It also allows students to engage in a more summative reflection of their achievements and challenges while completing the EE.</p> <p>This will be an assessed aspect of the EE.</p> |
| Three mandatory reflection sessions | <p>In order to support students through the process of undertaking independent research they must be allocated an appropriate supervisor. It is recommended that students be given between three and five hours of supervision time and this time must include the three mandatory reflection sessions. [More information on the supervision process]</p> |
| Reflections | <p>This allows examiners to gain an insight into students' thinking throughout the process of undertaking their research and writing. It will allow for the application of criterion E (engagement). By the interim reflection, a clear and refined Research Question should be established with a viable argument.</p> <p>This form must be completed by students after each of their mandatory reflection sessions. Then the supervisor writes their summative comment. The form is submitted along with the essay for external assessment in Managebac.</p> |

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| <p>Administrative responsibilities in relation to changes in the supervision process</p> | <p>Requirements:</p> <ul style="list-style-type: none"> ● Schools must provide organizational structures that allow for three mandatory supervision (reflection) sessions. ● EE/DP coordinators must introduce, explain and support the reflection process and provide supervisors and students with the general and subject-specific information and guidelines for the EE. ● EE/DP coordinators must ensure that the Reflections are completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E. <p>Schools are strongly recommended to:</p> <ul style="list-style-type: none"> ● ensure that students are taught the necessary research skills, including those related to academic honesty and technology literacy ● support the introduction and use of the Researcher's reflection space (RRS) as an integral part of the EE process in Managebac. ● limit the number of students one supervisor is allocated to ensure the appropriate level of supervision can be provided for each student ● provide appropriate training and ongoing support for supervisors. |
| <p>Role of external mentors</p> | <p>The conditions under which work can be undertaken outside the school with an external mentor have been clarified. [More details on the role of external mentors]</p> |
| <p>The Researcher's Reflection Space in Managebac</p> | <p>The use of the RRS is strongly recommended as it will allow students to more clearly articulate and understand their decision-making process as it relates to the critical and evaluative elements of the essay. It supports learning, thinking, critical analysis and evaluation and contributes not only to the development of a successful EE but also to skills and competencies for pathways beyond the Diploma Programme.</p> <p>[Examples from student spaces]</p> |

Presentation and formatting of the EE

| Feature | Explanation |
|--|---|
| No abstract | An abstract is not a formal requirement for an EE. While the EE models an academic research paper, it does not mirror it. Writing an abstract is a skill that students can develop at a later stage in their respective studies. |
| All research questions must be posed as a research question | This will enable students to maintain their focus more easily throughout the essay and to make a judgment as to whether they have responded to the research question. |
| Reference to external sources or supplementary information is not permitted and examiners will not access them | The EE is an entity in itself and any argument made must be in the body of the essay. Supplementary information provided in the form of CDs or DVDs or links to external sources such as YouTube™ clips are not permitted and examiners will not refer to them in their assessment of the essay. |
| The use of footnotes, endnotes and appendices | These requirements are in place to ensure parity across subjects and to mitigate against students attempting to circumvent the word limit. [More information on the use of footnotes, endnotes and appendices] |
| Formatting of the EE | Students are required to submit their essay using a size 12 readable font and double-spaced. This is to promote the idea that the EE is an academic piece of work and as such should be formatted appropriately, including font choice. It is also to help facilitate the assessment of the EE on-screen. |

The Elements of the EE

1. **The Title page:** This includes the title of the paper, the research question, the IB subject in which you are writing, and the word count. DO NOT include your name, your candidate number or your school name.

2. **The Table of Contents Page:** Is a sequential list of the essay's sections or chapters and the page numbers.

3. **The Introduction (recommended word count 300-450 words):** 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, an insight into the line of argument to be taken, and indicate why the research question is worthy of investigation.

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.

4. **The Body:** The structure of the body depends on the subject. It's advised to have a free-flow approach if it's literature, and sub-headings or chapters with the humanities, sciences, mathematics or arts. Each paragraph should be structured in the following format: Thesis, Development, Evidence, Balance and Analysis.

5. **The Conclusion (recommended word count 350-450 words):** 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 answer the research question posed.

6. **References & 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.

Assessment of the EE

| Feature | Explanation |
|--|---|
| Five assessment criteria | The number of criteria for the extended essay is five. Of the five criteria four are applied to the essay itself and one to the Reflections Planning and Progress Form . [View the assessment criteria] |
| The “best-fit” approach in the assessment of EEs | The aim of the “best-fit approach” is to find the descriptor that conveys most accurately the level attained by the student's work. A best-fit approach means that compensation is made when a piece of work matches different aspects of a markband at different levels. The mark awarded is the one that most fairly reflects the balance of achievement against the markband. It is not necessary for every indicator of a level descriptor to be met for that mark to be awarded. |

Extended Essay Timeline Example

- Feb 1 Post your Subject
 - ↳ Feb 4 Please check off this box once you've loaded your 3 EE subject choices in Managebac on the Proposal Page in the Notes section.
- Feb 14 - March 15 Relaxed meeting with your supervisor.
 - ↳ Before the meeting, gather up the bibliographic info for 4 sources with your 2-column notes (Cornell or your own choice). Please load this info into Managebac under the Researcher's Reflection Space tab.
 - ↳ Experiment with the Researcher's Reflection Space (RRS)...load a video, add a link, upload a photo, etc.
 - ↳ Discuss your topic choice(s) with your supervisor during your informal meeting, and decide on one topic and type it up in Managebac under the "Edit ee proposal" link. Under that link you'll find the heading "Topic".
- March 11 -March 22 An additional relaxed meeting with your supervisor.
 - ↳ Before the meeting, gather up any new bibliographic info for 5-7 sources with your 2-column notes (Cornell or your own choice). Please load the new info into Managebac under the Researcher's Reflection Space tab.
- April 10 EE Research Question is due in Managebac on the EE Proposal Page.
 - ↳ You will need to upload the completed EE Research Question Proposal Form into Managebac
 - In order to access the form, you'll need to click on this assignment heading.
- April 11 -May 17 First Formal Meeting with your supervisor.
 - ↳ This will be the ultimate time to get advice from your supervisor before summer starts. Please take advantage of the opportunity!
 - ↳ Before the meeting, gather up any new bibliographic info for 7-10 sources with your 2-column notes (Cornell or your own choice) and a 5-page outline or Preliminary Design Plan (Sciences) loaded into Managebac under the Researcher's Reflection Space Tab.
 - ↳ This is your first formal meeting, so you will need to write it up and post it in Managebac under the Planning and Progress tab. IB recommends 150 words or less for

the first formal reflection. Once you submit it, it will automatically lock after 5 mins.

- May 18 - August 12 Write your draft over the summer.
 - ↳ Before you leave for the summer, you should have your 5-page outline, your 7-10 sources and 2-column notes that you shared with your supervisor. You are well on your way to getting your draft done by August 13, 2019.
- August 30 Second Formal Meeting with your supervisor.
 - ↳ Be prepared to bring a copy of the draft (that you worked on all summer long) to the meeting, so you can ask questions, etc. (Your supervisor can only read your draft ONE time, so don't give them a copy, just ask your questions)
 - ↳ After the meeting, you need to write up your 2nd reflection and load it into the space provided on the Planning and Progress tab in Managebac. IB recommends 150 words or less for your 2nd reflection.
- Sept 3 -Sept 30 Relaxed meeting with supervisor.
 - ↳ Prior to the meeting, you will load your "completed" DRAFT into Managebac, so your supervisor can read it before your scheduled meeting. Remember, your supervisor can read your final draft one time and one time only.
 - ↳ This is the one and only time that your supervisor reads the essay.
 - ↳ During the meeting, make notes on a hard copy that you brought with you.
- Oct 1 - Oct 31 Revisions of your draft (if necessary) for the month of October.
 - ↳ After your meeting with your supervisor, you will have the month of October to make revisions to your draft.
 - ↳ In your final essay, do not include: 1. Candidate details, session number, school and supervisor's name and any identifying features on the title page. 2. Identifying marks in the essay itself. 3 No .A-V material (images and screenshots are fine.)
- Nov 1 Final Copy of your Extended Essay loaded into Managebac!
 - ↳ Please load your final essay into Managebac.
- Nov 15 Third Formal Meeting (viva voce) with your supervisor.
 - ↳ Celebrate and Congratulate each other!
 - ↳ You'll need to load your final reflection into Managebac under the Planning and Progress tab. IB recommends 200 words or less for your final reflection.

Recap Extended Essay 101

- 4,000 word essay (plus 150 words for the 1st reflection, 150 words for the 2nd reflection, and 200 words for the viva voce on the Reflections Planning and Progress form in Managebac)
- 40 hours is the recommended amount of time for the student to spend on the EE
- The subject is chosen from the list of IB classes offered so that the IB language of the course is supported in the EE.
- 3-5 hours of in-school supervisory support which includes the three mandatory reflection sessions.
- Required updates in Managebac pertaining to tasks, short-term and long-term goals, research space, and reflection space are expected.
- The EE is digitally uploaded into Managebac and a hard copy is also required.
- 34 marks is 100% and here is the break down:
 - A. Focus and method (6 marks)
 - B. Knowledge and understanding (6 marks)
 - C. Critical thinking (12 marks)
 - D. Presentation (4 marks)
 - E. Engagement (6 marks)
- 3 IB points are possible with the combination of TOK and EE:

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

- [Subject Specific Guidelines for EE](#)
 - https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guidance.html?doc=d_0_eeyyy_gui_1602_1_e
- [Exemplars from each subject](#)
 - https://ibpublishing.ibo.org/extendedessay/apps/dpapp/assessment.html?doc=d_0_eeyyy_gui_1602_1_e&part=1&chapter=1