

# INTERNATIONAL BACCALAUREATE EXTENDED ESSAY GUIDE



**IB Diploma Programme Coordinator**

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## ACKNOWLEDGEMENTS

The framework and some of the information provided in this guide originate from the IB Guide: International Baccalaureate Organization. [\*Diploma Programme Extended Essay Guide\*](#). Cardiff: Peterson House, 2013.

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# IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## THE LEARNER PROFILE



The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile.<sup>1</sup>

Click [here](#) to view a higher-resolution version of the IB Learner Profile.

<sup>1</sup> International Baccalaureate Organization. "Learner profile for IB students." *International Baccalaureate*, 6 June 2023, <https://www.ibo.org/benefits/learner-profile/>. Accessed 18 March 2024.

## **THE IB DIPLOMA PROGRAMME**

### ***The Core of the IB Diploma Programme***

The IB Diploma Programme is an “academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world’s leading universities.”<sup>2</sup>

The IB Diploma Programme model perhaps best illustrates the nature and requirements of the programme.<sup>3</sup>



All IB Diploma candidates follow six subjects, one from each of the six subject groups (another subject from Groups 1-4 may be taken in place of an arts subject in Group 6). They must also take at least three subjects at higher level (HL) and three subjects at standard level (SL). In addition to the study of six subjects, all students must complete the IB Diploma Programme core.

<sup>2</sup> International Baccalaureate Organisation (2012), “The IB Diploma Programme”, Cardiff: IB.

<sup>3</sup> International Baccalaureate Organisation (2018), Cardiff: IB

## **EXTENDED ESSAY OVERVIEW**

### **What is the Extended Essay (EE)?**

The Extended Essay (EE) is one of the mandatory requirements for the IB Diploma Programme Core. EE is an independent research-based essay of a maximum of 4,000 words written under the guidance of a supervisor. This supervisor is a teacher that is currently employed by the Rye City School District. The Essay Coordinator will be responsible for assigning each IB Diploma student to a supervisor.

The EE may be written in one of the many IB Subject Areas, though students are strongly encouraged to choose a subject area taught at Rye High School. All EE are assessed externally by an IB examiner.

### **What are the benefits of writing the Extended Essay?**

The Extended Essay demands an in-depth study of a student-chosen topic that is aligned with one of the IB Subject Areas. The aims of the EE is to provide students with the opportunity to:

- Conduct independent research on a focused topic
- Form a clear and arguable research question/thesis
- Develop research, communication and writing skills
- Develop critical and creative thinking skills
- Learn how to properly document and cite sources used in a research paper
- Experience the excitement of intellectual discovery

By completing the EE, the Diploma Candidates will be well prepared for the expectations of any college or university for research and writing assignments.

### **How long does the Extended Essay process take?**

Students are expected to spend approximately 40 hours of research and writing. The process starts in 11th Grade with an Extended Essay Information Meeting, choosing the subject area, meeting a supervisor and submitting a detailed outline and essay proposal before the end of that school year. A solid draft is due the first week of 12th grade with a final copy due by March 15 in Grade 12.

### **What subject areas can a student choose?**

We strongly recommend considering a topic applicable to a subject area taught at Rye High School as our teachers are knowledgeable and experienced to support such topics. Students are encouraged to choose an area that they are planning to continue in at a university level and a topic that they are interested in.

### **How is the Extended Essay scored?**

The Extended Essay is marked by an external IB examiner who follows the assessment criteria outlined in the EE Guide. Scores are as follows:

Letter Grade	Numerical Equivalent
A (Excellent)	29-36
B (Good)	23-28
C (Satisfactory)	16-22
D (Mediocre)	8-15
E (Elementary)	0-7
N	No Grade Given

Combined with the score of the Theory of Knowledge assessment, students may earn up to 3 bonus points, applied toward the minimum 24 points needed to earn the IB Diploma. Students who receive an “E” on either their EE or their TOK assessment cannot earn the IB Diploma.

## **STUDENTS' RESPONSIBILITIES**

It is **required** that students:

- Submit a signed contract to your supervisor and the Extended Essay Coordinator
- Choose a topic that fits into one of the subjects on the approved EE list
- Observe the regulations relating to the EE
- Meet all the deadlines required by IB
- Submit a copy of a detailed outline to your supervisor and then the approved copy to the EE Coordinator in 11th Grade by the end of June



- Submit a draft the first week in September in 12th Grade to your supervisor and the EE Coordinator
- Acknowledge and properly cite all sources of information and ideas in an approved academic manner (MLA style)
- Submit a final copy of your essay by the end of the first semester to your supervisor and the Extended Essay Coordinator

**NOTE: If you fail to submit your draft on time, we will start the process of withdrawing you from the Diploma Programme.**

It is **strongly recommended** that students:

- Start work early
- Think very carefully about the research question for your essay
- Plan how, when, and where you will find material for your essay
- Plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- Record and properly cite your sources as your research progresses
- Have a clear structure for the essay before beginning to write
- Check and proofread the final version of your essay carefully
- Make sure that all basic requirements are met

## **SUPERVISORS' RESPONSIBILITIES**

- Provides advice and guidance in the research and writing process
- Encourages and supports the candidates during the EE process
- Discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- Ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety; confidentiality, human rights, animal welfare and environmental issues
- Familiar with the regulations governing the EE and assessment criteria, and gives copies of assessment criteria specific to their subject to the student
- Reads and gives feedback (comments) on the **ONE** draft of the EE (*but does not edit the draft*)
- Monitors the progress of the EE to offer guidance and to ensure that the essay is the student's own work, and reads the final version to confirm its authenticity

- Notifies the EE/IB Coordinator early on if students do not follow the process and do not meet the deadlines
- Submits a predicted grade to the IB Coordinator
- Completes the advisor's report
- Writes a report and present it to the IB Coordinator if malpractice, such as plagiarism, is suspected in the final copy

It is **recommended** that the supervisor:

- Reads the EE reports for the subject
- Spends between 3-5 hours with each student, including time spent on *viva voce* (a mandatory final interview with student and supervisor after the final essay is formally submitted)
- Ensures that the Research Question is appropriate for the subject
- Advises students on documenting sources; techniques of information/data/evidence gathering and analysis
- Advises on writing an abstract
- Conducts *viva voce* prior to completing a report

The supervisor **WILL NOT**

- Give a candidate a Research Question
- Edit the candidate's work
- Remind the candidate of the deadlines
- Chase the candidate to be able to read a draft and give feedback

## **THE EXTENDED ESSAY PROCESS**

Students should follow the following steps while researching and writing the EE:

1. Choose the approved DP subject for the Extended Essay. You can write the EE in one of the following subjects taught at Rye High School: *Language and Literature, Digital Society, Spanish, French, Latin, Applications and Interpretations, Visual Arts, Theatre, Environmental Systems and Societies, and Sports, Exercise, and Health Science*. It is highly recommended to choose one of your Higher Level courses that you excel in.
  - a. Read the assessment criteria and the relevant details - subject-specific.
2. The Extended Essay Coordinator will assign students to a supervisor that is familiar with the content subject and/or topic that the student is interested in.

3. Submit a preliminary EE proposal with a few possible EE topics to your supervisor after spring break.
4. Choose a topic.
5. Formulate a well-focused research question.
6. Your research question should be approved by your supervisor
7. Plan the investigation and writing process
  - a. Identify how and where you will gather material/evidence/data
  - b. Familiarize yourself with academic referencing (MLA style)
  - c. Set deadlines for yourself in order to meet the programme's deadlines and requirements
8. Plan a structure for the essay. It will help you have a sense of direction
9. Undertake some preparatory reading as soon as possible. You might discover that there are not enough sources/data, etc. to conduct valid research for your topic. If it happens, you need to go back to Steps 2 and 3.
10. Carry out the investigation
  - a. Organize your material
  - b. If you discover later in the investigation that it is not going in the direction you thought it would, your plan of investigation needs to be revised
11. During the process, seek advice from your supervisor; contact them especially if something goes wrong
  - a. Never, under any circumstances, change your research question without getting an approval from your supervisor
12. Submit your detailed outline (bibliography, collected data/evidence, etc. though it might not be complete at this point) to your supervisor and the EE coordinator by the end of June
13. Work on your EE during summer (2-3 weeks might suffice)
14. Revise, revise, and revise your draft!
15. **Do not write your Abstract at this point of the process.** Write the Abstract after you complete your essay.
16. Submit your draft copy (a title page, table of contents, and bibliography must be part of your draft) to your supervisor and the EE Coordinator the first week in September.
17. Supervisor will meet with you to provide feedback on how to improve your paper.
18. Submit 3 copies of your final essay to your supervisor, the EE Coordinator, and DP Coordinator by the end of the first semester.

## CORE POINTS MATRIX

The diploma points are calculated by adding together the grades achieved from each of the six subjects and the core. Candidates receive a grade of 1-7 for each subject and up to three points for the core elements (EE and TOK).

The highest score that a candidate can achieve is 45 points. The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core.

For Theory of Knowledge and the Extended Essay, candidates receive a grade from A to E. The third element of the core, CAS, does not receive a grade. Completion is assessed by the school.<sup>4</sup>

Candidates can earn between zero and three points towards the overall diploma points. The number of points is calculated using the table below.

		THEORY OF KNOWLEDGE					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
EXTENDED ESSAY	Excellent A	3	3	2	2	I + FAILING CONDITION	N
	Good B	3	2	1	1	I + FAILING CONDITION	N
	Satisfactory C	2	1	1	0	I + FAILING CONDITION	N
	Mediocre D	2	1	0	0	I + FAILING CONDITION	N
	Elementary E	I + FAILING CONDITION	I + FAILING CONDITION	I + FAILING CONDITION	I + FAILING CONDITION	I + FAILING CONDITION	N
	Not Submitted	N	N	N	N	N	N

A student who, for example, writes a **good** extended essay and whose performance in Theory of Knowledge is judged to be **satisfactory** will be awarded 1 point, while a student

<sup>4</sup> International Baccalaureate. "DP passing criteria." *International Baccalaureate*, 8 January 2024, <https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/dp-passing-criteria/>. Accessed 13 March 2024.

who writes a **mediocre** extended essay and whose performance in Theory of Knowledge is judged to be **excellent** will be awarded 2 points.

A student who fails to submit an extended essay and whose performance in Theory of Knowledge is of an **elementary** standard is a failing condition for the award of the diploma.

28 points overall will be required to be eligible for the diploma if a student attains an “E” grade in either the Extended Essay or Theory of Knowledge. A grade “A” in one of the requirements earns an extra point even if the other grade is “E.” Attaining a grade “E” in both the extended essay and theory of knowledge continues to represent an automatic failure.

## **ASSESSMENT CRITERIA**

This section provides an overview of what each criterion assesses in the Extended Essay. Below is an overview of the criterion and the maximum scores that can be earned.

<b><u>Criterion A</u></b> <b>Focus and Method</b>	<b><u>Criterion B</u></b> <b>Knowledge and Understanding</b>	<b><u>Criterion C</u></b> <b>Critical Thinking</b>	<b><u>Criterion D</u></b> <b>Presentation</b>	<b><u>Criterion E</u></b> <b>Engagement</b>
Topic	Context	Research	Structure	Process
Research question	Subject-specific terminology and concepts	Analysis	Layout	Research focus
Methodology		Discussion and evaluation		
<b>Score</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
6	6	12	4	6

Total Score available: 34

### 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
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>The topic is communicated unclearly and incompletely.</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>The research question is stated but not clearly expressed or too broad.</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>Methodology of the research is limited.</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>The topic is communicated.</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>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> <li>• The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> <li>• Source(s) and/or method(s) to be used are generally relevant and</li> </ul>

	<p>appropriate given the topic and research question.</p> <ul style="list-style-type: none"> <li>There is some evidence that their selection(s) was informed.</li> </ul> <p>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.</p>
5-6	<p>The topic is communicated accurately and effectively.</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>The research question is clearly stated and focused.</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>Methodology of the research is complete.</p> <ul style="list-style-type: none"> <li>An appropriate range of relevant source(s) and/or method(s) have been applied 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
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Knowledge and understanding is limited.</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</li> </ul>

	<p>being used.</p> <p>Use of terminology and concepts is unclear and limited.</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>Knowledge and understanding is good.</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>Use of terminology and concepts is adequate.</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>Knowledge and understanding is excellent.</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>Use of terminology and concepts is good.</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
0	The work does not reach a standard outlined by the descriptors below.
1-3	<p>The research is limited.</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>Analysis is limited.</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>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> <li>An argument is outlined but 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>The research is adequate.</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> <p>Analysis is adequate.</p> <ul style="list-style-type: none"> <li>There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.</li> <li>Any conclusions to individual points of analysis are only partially supported by the evidence.</li> </ul>

	<p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> <li>• An argument explains the research but 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>The research is good.</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>Analysis is good.</p> <ul style="list-style-type: none"> <li>• The research is analyzed 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>Discussion/evaluation is good.</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>
10-12	<p>The research is excellent.</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>Analysis is excellent.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conclusions to individual points of analysis are effectively supported by the evidence.</li> </ul>

	<p>Discussion/evaluation is excellent.</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
0	The work does not reach a standard outlined by the descriptors below.
1-2	<p>Presentation is acceptable.</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>
3-4	<p>Presentation is good.</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
0	The work does not reach a standard outlined by the descriptors below.
1-2	Engagement is limited <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	Engagement is good. <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	Engagement is excellent. <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> <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>

## **SUBJECT SPECIFIC GUIDANCE**

The [\*Diploma Programme Extended Essay Guide\*](#) provides the requirements and guidance for the Extended Essay for each subject in the Diploma Programme. The requirements for each content area begins on Page 108 of the guide.

## **ADDITIONAL RESOURCES**

[Rye High School IB Diploma Programme Extended Essay Timeline](#)

[Extended Essay Checklist on Formal Presentation](#)

[Extended Essay Topics of Interest](#)

[Extended Essay Proposal Form](#)

[Extended Essay Letter to Parents/Guardians](#)

[Supervisor Meeting Log](#)