

Page High School IB Extended Essay Supervisor Handbook

Page IB Coordinator
Elizabeth Hackney
hacknee@gcsnc.com

Page CAS/ TOK Coordinator
Emilie McGehee
mcgehee@gcsnc.com



Thank you for agreeing to help our IB students complete their IB Extended Essay. Please use this as a guide to help you with the supervision process. If you need additional support, please don't hesitate to contact the EE Supervisor or the IB Coordinator.

What is the Extended Essay?

The Extended Essay (EE) is a required component for IB students pursuing the IB Diploma. The EE is an independent, self-directed piece of research, finishing with a 4,000-word paper. The supervisor's role is integral in students completing the Extended Essay.

Essay Content

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:

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

1. 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

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

Essay Format and 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.

Supervisor Responsibilities

(these guidelines were taken from www.ibo.org)

Supervisor are required to

- Discuss the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- Be familiar with the subject guide governing the extended essay and the assessment criteria
- Read and comments on the ONE complete draft only of the extended essay (but **not** edit the draft)
- Offer guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity
- Submit a predicted grade for the student's extended essay to the EE Coordinator and on ManageBac
- Complete the Planning and Progress Form and fill out Assessment Rubric on ManageBac
- Provide an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances
- Write a report and presents it to the school's IB Coordinator if malpractice, such as plagiarism, is suspected in the final draft.
- Spend between three and five hours with each student, including the time spent on the *viva voce*
- Ensure that the chosen research question is appropriate for the subject
- Advise students on:

- Access to appropriate resources (such as people, a library, a laboratory, databases)
- Techniques of information -/evidence-/data-gathering and analysis
- Documenting sources
- Formatting the essay
- Conducts a short, concluding interview (viva voce) with the student before completing the supervisor's report.

Time Requirements required by EE Supervisor per student:

- 3-5 hours with each student working on the EE
- 1 hour reading and commenting on EE draft
- 1 hour providing a written report to the IB Coordinator
- 1-2 hours participating in voluntary IB events

Keep in mind:

- The role of the supervisor is as an advisor. While you are guiding the student through the process, the Extended Essay must remain their paper. The student is the one responsible for meeting deadlines and keeping up with their work.
- As the supervisor, your input is most crucial in the initial stages to get students started. Their level of independence should grow as the process continues.
- Advice from the supervisor is never prohibited; however, the expectation is that the process of research and writing will become increasingly independent as it proceeds.

The student may work or consult external sources, but it remains the responsibility of the supervisor within the school to complete all the requirements described above.

Student Timeline

(below is the timeline the EE student should follow to remain on track, this is an FYI for the EE Supervisor, the EE Coordinator will ensure this timeline is followed by the student)

November

The IB Coordinator, EE Advisor, and TOK Instructor will give a presentation on the nature of the Extended Essay and expectations. Students will then select three possible subject areas/fields of study that they are considering for their research. After selecting the three areas, students will construct a tentative research question in each area.

Each subject area teacher will present an exemplar in his or her field of study so students understand what is expected should they select that field to write their EE. Students will then narrow down their topic ideas from January and select a final field of study.

December

Students will attend a field trip to UNCG to learn about research. They will acquire sources and construct an annotated bibliography. They will finalize their research questions and create an outline.

January

Students will list 3 possible EE Advisors. Students should personally reach out to these teachers. The EE Advisor and TOK Instructor will work to finalize EE Advisors.

March

Final deadline for you to turn in a topic proposal. Allocation of Supervisors through departments will start then. At this point you cannot change the IB Subject without permission from the EE Advisor.

April

You will be given your Supervisor and contact information. It is your responsibility to **contact your supervisor** to arrange your **first meeting** to discuss the topic and first steps. The supervisor will help you to formulate a "Research Question", and a precise line of inquiry: What exactly are you trying to find out or test by carrying out research and analysis? The supervisor may suggest some specific research and/or reading to be completed before your next meeting.

It is important that you come to all meetings with your advisor prepared and ready to discuss your research. The meeting log can be filled in and the log can be brought along to all meetings with the supervisor. Together with the Supervisor you should arrive at a draft essay plan to establish the structure and content of the essay. Keep track of your meeting notes and **record them on the Planning and Progress form in ManageBac**

May

Formal proposals are due on ManageBac. Supervisors must approve these topics. First Reflective Piece is due on ManageBac.

June

- Submit an annotated bibliography on ManageBac, documenting sources and providing a brief summary of the information contained in the sources.
- Your first 2000 word draft is due on ManageBac. Supervisors should read it and make separate comments. Supervisors cannot edit the paper.

Summer Break

You should devote a part of the summer vacation to researching, reading and writing the draft of the Extended Essay. We may plan a summer work session if students express an interest, date TBD.

By Mid-July

Meet with your supervisor in some capacity (in person, phone, google hangout, etc.) to review your annotated bibliography and discuss sources and possible organizational structure/writing process for the EE itself. Be sure to document this meeting and make a note of when it occurred.

By October 30, 2020

3000 words due to Supervisor. Reflect on meeting in ManageBac

By December 7, 2020 Submission of first complete draft 4000 words

You submit a first draft to your Supervisor. The draft needs to be complete and well presented.

A first draft contains:

- | | |
|----------------------|----------------------------|
| a) table of contents | d) conclusion |
| b) introduction | e) references/bibliography |
| c) main part | |

Candidates meet with Supervisors to discuss the final draft. Candidates must record a Reflective Piece on ManageBac. Supervisors should submit an initial Rubric Score via ManageBac.

January 25, 2021 submission of Final Extended Essay

You hand in a typed final copy of your Extended Essay to your EE Advisor. The submission of the Essay will be followed up by a **15 min. interview, a viva voce**, with the Supervisor (**you need to schedule this meeting**). This must be the same essay you submit to ManageBac.

February 1st, 2021 : Viva Voce deadline

You must have completed your Viva Voce and submitted the final reflective piece via ManageBac. During the interview you will discuss your research, your material and what you learned during the process of writing the essay.

Supervisors must submit final Viva Voce on the Reflective Document on ManageBac and must submit the final Rubric Score on ManageBac by **February 5, 2021**

Extended Essay Rubric

A: Focus and method

| | |
|------------|---|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-2 | The topic is communicated unclearly and incompletely. 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. The research question is stated but not clearly expressed or too broad. 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. 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. Methodology of the research is limited. The source(s) and/or method(s) to be used are limited in range given the topic and research question. There is limited evidence that their selection was informed. |
| 3-4 | The topic is communicated. Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. The research question is clearly stated but only partially focused. The research question is clear but the discussion in the essay is only partially focused and connected to the research question. Methodology of the research is mostly complete. Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. There is some evidence that their selection(s) was informed. 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. |
| 5-6 | The topic is communicated accurately and effectively. Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. The research question is clearly stated and focused. The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. Methodology of the research is complete. An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. There is evidence of effective and informed selection of sources and/or methods. |

B: Knowledge and understanding

| | |
|------------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-2 | Knowledge and understanding is limited. The selection of source material has limited relevance and is only partially appropriate to the research question. Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. Use of terminology and concepts is unclear and limited. Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 3-4 | Knowledge and understanding is good. The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. Use of |

| | |
|------------|--|
| | terminology and concepts is adequate. The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. 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. |
| 5-6 | Knowledge and understanding is excellent. The selection of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. Use of terminology and concepts is good. The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

C: Critical thinking

| | |
|--------------|---|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-3 | The research is limited. The research presented is limited and its application is not clearly relevant to the RQ. Analysis is limited. There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. Discussion/evaluation is limited. An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. 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. |
| 4-6 | The research is adequate. Some research presented is appropriate and its application is partially relevant to the Research question. Analysis is adequate. 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. Any conclusions to individual points of analysis are only partially supported by the evidence. Discussion/evaluation is adequate. An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically. |
| 7-9 | The research is good. The majority of the research is appropriate and its application is clearly relevant to the research question. Analysis is good. 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. Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. Discussion/evaluation is good. An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. 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. The research has been evaluated, and this is partially critical. |
| 10-12 | The research is excellent. The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. Conclusions to individual points of analysis are effectively supported by the evidence. Discussion/evaluation is excellent. An |

| | |
|--|---|
| | effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. The research has been critically evaluated. |
|--|---|

D: Presentation

| | |
|------------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-2 | Presentation is acceptable. 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. Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. |
| 3-4 | Presentation is good. The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay. |

E: Engagement

| | |
|------------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-2 | Engagement is limited. Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| 3-4 | Engagement is good. Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| 5-6 | Engagement is excellent. Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |

Grade Boundaries

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

Viva Voce

In the extended essay process, it is the final meeting between the supervising teacher and the student mentee. **This is the responsibility of the student to schedule with their mentor.** Unless there are particular problems with academic honesty, the viva voce should be a positive experience. Completion of

a major piece of work such as the extended essay is something for students to feel good about.

What questions does the mentor ask during the Viva Voce?

No essay should be authenticated if the supervisor believes it contains plagiarism, so mentors should ask questions that will help them be assured there is no plagiarism in the paper. In addition, the mentor should ask questions that will allow them to understand the student's process. Here are some questions the mentor may want to ask:

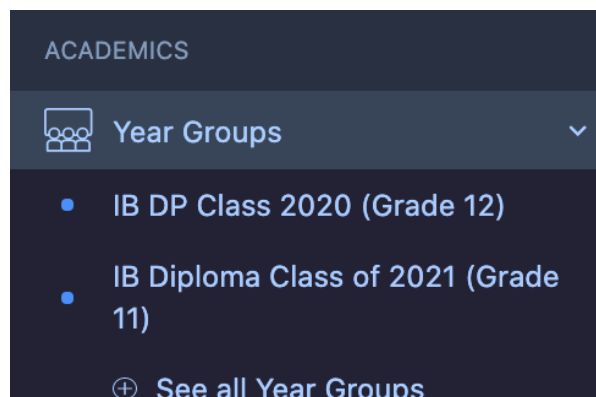
- On page XYZ you cite Z. Could you tell me more about this source? What did you learn from it?
- I am not clear what you mean on page XYZ. Could you explain it a little more?
- Which source did you find most helpful for your paper? Why?
- How did writing this paper cement your understanding of XYZ?
- What grade do you think this paper will earn? Let's look at the rubric together.
- What have been the high and low points of the extended essay process for you?
- What were the most interesting aspects of the process?
- Did you discover anything that surprised you?
- What have you learned through writing this essay?
- Is there any advice you would want to pass on to someone just starting out on an extended essay?

ManageBac

ManageBac is a system that allows teachers and students to go paperless by submitting tasks online. ManageBac allows a place for teachers and students to submit papers, reflections, and track due dates.

If you do not have a ManageBac account, the IB Coordinator can help you create one. Our ManageBac is located at <http://page.managebac.com/>.

Each fall there will be a ManageBac training. EE Advisors can find their EE Students by clicking on Classes under Academics.



From there click on Year Groups to find the current grade. This will open the dashboard. Click on Extended Essay to your advisees.

IB DP Class 2020 (Grade 12)

[Overview](#)[Plans](#)[CAS](#)[Extended Essay](#)[Theory of Knowledge](#)[Messages](#)[Calendar](#)[Files](#)[Members](#)

Once you click on your student's name, you'll be able to select what you want to do.

[Worksheet](#)[Researcher's Reflection Space](#)[Assessment](#)[Planning and Progress Form](#)

The Worksheet lets you track due dates and keep up with where you are in the process.

[Worksheet](#)[Researcher's Reflection Space](#)[Assessment](#)[Planning and Progress Form](#)

No proposal submitted

No subject provided

To Dos

1st Meeting with Supervisor 🕒 Monday, 16 September 2019 at 9:00 AM

- ☐ Review your topic, research question, and method for research **Only Students**
- ☐ Agree on meeting dates and times for the remainder of the deadlines **Everyone**
- ☐ Post meeting dates in the Researcher's Reflection Space of your EE Worksheet **Only Students**

2nd Meeting and First Formal Reflection 🕒 Wednesday, 2 October 2019 at 5:00 PM

- ☐ Submit your EE Proposal (Subject, Topic, and Research Question) on ManageBac **Only Students**
- ☐ Meet discussing content from the "Meeting 2 Checklist" of the EE packet **Everyone**
- ☐ Write the "initial reflection" on the PPF tab of ManageBac **Only Students**
- ☐ Supervisor checks off to authenticate student reflection **Only Advisors**

3rd Meeting and 2nd Formal Reflection 🕒 Tuesday, 5 November 2019 at 5:00 PM

- ☐ Meet discussing content from the "Meeting 3 Checklist" of the EE packet **Everyone**
- ☐ Write the "Interim Reflection" on the PPF tab of the EE worksheet in ManageBac **Only Students**
- ☐ Supervisor checks off to authenticate student reflection **Only Advisors**

Rough Draft Due and 4th Meeting 🕒 Tuesday, 10 December 2019 at 5:00 PM

- ☐ Submit your rough draft to your supervisor **Only Students**
- ☐ Supervisors: Read and comment on the draft of the EE **Only Advisors**
- ☐ Supervisors: Submit predicted score on the Assessment tab of the EE worksheet **Only Advisors**
- ☐ Meet discussing content from the "Meeting 4 Checklist" of the EE packet **Everyone**

Viva Voce and Final Reflection 🕒 Friday, 24 January 2020 at 5:00 PM

- ☐ Submit Final copy of EE to your supervisor **Only Students**
- ☐ Conduct the "viva voce" using guidance from the EE packet **Everyone**
- ☐ Write final reflection in the PPF tab of ManageBac **Only Students**
- ☐ Supervisor checks off to authenticate student reflection **Only Advisors**

EE Upload Day 🕒 Tuesday, 10 March 2020 at 5:00 PM

- ☐ Upload your EE to Turnitin.com **Only Students**
- ☐ Upload your EE to eCoursework **Only Students**
- ☐ Supervisor: Write final comments on PPF tab of EE worksheet in ManageBac. **Only Advisors**
- ☐ Supervisor: Enter in total time spent with candidate throughout the EE process **Only Advisors**
- ☐ Supervisors: Submit predicted letter grade (A-E) to Mr. Rickard **Only Advisors**