



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
WASHINGTON-LEE HIGH SCHOOL
AN IB WORLD SCHOOL SINCE 1996

Writing is an output and product of equal parts process and affection.
Terry Heick

The act of writing is the act of discovering what you believe.
David Hare

EXTENDED ESSAY OVERVIEW

Writing is an exploration. You start from nothing and learn as you go.
E.L. Doctorow

I write because I don't know what I think until I read what I say. – Flannery O'Connor

Extended Essay Coordinator: Mrs. Sandy Munnell
sandy.munnell@apsva.us
703-528-6237

IB Coordinator: Mrs. Julie Cantor
Principal: Dr. Gregg Robertson



Table of Contents

What is the EE	3
Learner Profile	3
How the EE is organized	4
How the EE fits in the big picture.....	4-5
Expectations for Academic Integrity	6
What is Academic Probation.....	6
Timeline	6-7
IB Examiner’s Advice to Students.....	9
Extended Essay Contract for Student, Parent and Supervisor.....	9

The extended essay is a required component of the International Baccalaureate® (IB) Diploma Programme (DP). It is an independent, self-directed piece of research, finishing with a 4,000-word formal paper.

The aims of the extended essay 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.

What is the significance of the extended essay?

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesise and evaluate knowledge.

IB Learner Profile

Below is a table of some of the ways the extended essay links to the Learner Profile

<p>INQUIRERS Pose a significant question that is worth answering and one that you are genuinely interested in. Independently gather extensive research for months and months.</p>	<p>CARING Respect your EE Supervisor's time and listen to their advice. Treat all people and animals in your studies with dignity and compassion.</p>
<p>KNOWLEDGEABLE In-depth knowledge of the subject you select is essential to good performance on the EE. Similarly, you must become greatly knowledgeable about your topic in order to answer your research question.</p>	<p>PRINCIPLED Give credit to all of the ideas, details and words that you use, but aren't your own with proper in-text citations. Set high expectations for yourself, meet your deadlines and do your best.</p>
<p>THINKER Develop a methodology to analyze and evaluate your research. Make a convincing argument based on the evidence you uncovered. Identify assumptions, multiple perspectives and hidden variables. Generate your own ideas and insights.</p>	<p>OPEN-MINDED When you pose your research question you won't know the answer to that question. Rather, you must be open-minded to the results that the research, or data will give you and accurately make your conclusion based on the evidence, not your preconceived ideas.</p>
<p>COMMUNICATOR In a formal, structured, academic essay communicate the results of your findings. Maintain impeccable grammar, spelling, punctuation, formatting, and organization.</p>	<p>BALANCED Balance the demands and weights of your subject courses, TOK, and CAS commitments against the EE. Maintain a balance between schoolwork, health, and your relationships.</p>
<p>RISK-TAKERS Contacting government officials, professionals, or strangers to ask for data, an interview, or surveying strangers takes great courage, but is an essential part of authentic research.</p>	<p>REFLECTIVE Regularly reflect throughout the entire process of the EE, including at the end of the EE in the viva voce (concluding interview).</p>

How is pursuit of the extended essay structured?

Students will be enrolled in a *Canvas* course which will provide all the necessary information about how to approach the research and writing of this essay.

Students are supported throughout the process of researching and writing the EE:

- advice and guidance from a Supervisor who is a teacher at the school
- 3 mandatory meetings with their Supervisor
- additional drop-ins on an informal basis highly encouraged.
- students should spend 3-4 hours over the course of 10 months with their supervisor. The minimum time is 1 hour.
- Additional support is offered by the school Librarians, Counselor, EE Coordinator and IB Coordinator.

Deadlines are to ensure that students are staying on track. These deadlines are designed to ensure the EEs are completed in stages that allow time for all other IB diploma requirements.

Tools that will be used in addition to *Canvas* will be *Managebac*, an electronic portfolio system, *Managebac* messages, and *Remind*, a texting app.

The extended essay has a required reflection component designed to ask the student to evaluate their understanding and perseverance in pursuit of completing the EE.

The concluding experience is called the *Viva Voce*. This is a final interview between the student and the supervising teacher. *Viva Voce* in university is defending the dissertation. Here, we use the *Viva Voce* as a celebration of the student's growth as a learner. This experience can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

How is the extended essay assessed?

All extended essays are externally assessed by examiners appointed by the IB. The total marks available are 34. However, when the supervisor marks the essay to arrive at a predicted grade, the grading will be based on the **qualitative** grade descriptors for the EE, not a translation of a number score into a letter grade.

Students are evaluated on five criterion:

- Criterion A – Focus and Method
- Criterion B – Knowledge and Understanding
- Criterion C – Critical Thinking
- Criterion D – Presentation
- Criterion E – Engagement

How does the extended essay fit in the big picture?

The extended essay is part of the Core elements of the IB diploma. In conjunction with the Theory of Knowledge (TOK) course, students may earn up to 3 additional points toward their diploma.

Students who fail the essay do not receive the diploma. Students who do not pass TOK do not receive the diploma. Together the EE and TOK awarding of points looks like this:

The diploma points matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

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.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student's understanding of the importance of the sources used.

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

Additionally, failure to meet deadlines is considered an academic malpractice that could result in not completing the IB diploma

Academic Probation

It is the student's responsibility to meet deadlines. It is also the student's responsibility to notify their supervisor and the EE Coordinator. When this responsibility is not assumed by the student, academic probation can occur.

- A meeting with the student, the parents, the EE Coordinator and the IB Coordinator will be required
- A contract will be set up for the student to create a working timeline
- Time will be arranged either after school or Saturday School where the student can spend non-distracting time working on either the research or the writing
- A student who fails to submit an extended essay will be awarded N for the extended essay, and will not be awarded an IB diploma.

Timeline

Extended Essay Timeline DP Class 2020	
Candidate Requirements	Deadline
EE Orientation for DP20 students and parents – Students not required to attend	Wednesday December 5, 2018 7-8pm Cafeteria
EE Orientation for DP20 students - Understanding the role of the Extended Essay Students will choose a subject area, then a topic within that subject and begin to read scholarly articles in order to determine their interest in the subject/topc. Students complete a request for subject area and topic by January 14.	Monday December 10, 2019 GP Little Theater
GP Seminar for DP20 – understanding the EE process and working with a supervising teacher 1. Turn in proposal for subject area and topic at end of session 2. Complete Google form request for supervisor	Monday January 14, 2019 GP Auditorium
Extended Essay Conference	Wednesday January 30, 2019 8:19 – 11:19 Various locations

<p>3. Student has committed to EE Subject Area, refined a working Research Question, identified preliminary sources to research, and his/her parent has approved this direction. Student has discussed all of the above with EE Supervisor, and Supervisor has agreed to supervise the essay based on the Research Question provided and appropriate subject area.</p> <ul style="list-style-type: none"> • This is first formal meeting <p>4. Writes first required reflection after meeting with supervisor. 100-150 words.</p> <p style="text-align: center;">Due to RM 3009: SIGNED EXTENDED ESSAY SUPERVISOR CONTRACT Reflection #1 in Managebac, 100 to 150 words</p>	<p>February 15, 2019 Reflection field in Managebac closes Feb 18</p>
<p>5. Annotated bibliography and outline deadline uploaded to Managebac. Minimum of 5 sources</p>	<p>March 1, 2019</p>
<p>Student should try to drop in with the supervising teacher as often as needed for guidance</p>	<p>Between Feb 15 and April 15</p>
<p>6. Student must turn in the half draft (2,000 words) of the Extended Essay, including a cover page with subject area, topic, research question and word count. Also, in-text citations/footnotes, quotes, formatted bibliography/works cited (not the annotated version)</p> <ul style="list-style-type: none"> • Upload to Canvas Unicheck Assignment • Upload to Managebac • Print one copy • Due to IB Office or Room 3009 	<p>April 12, 2019 Fri. 3:01 PM</p>
<p>7. Student must meet with EE Supervisor to receive feedback and advice about the Extended Essay half draft. This is the second formal meeting and should allow 20-30 min.</p> <p>8. Write 2nd Required Reflection in Managebac, 100-150 words</p>	<p>By May 10, 2019 Reflection Field closes May 13</p>
<p>Over the summer:</p> <ul style="list-style-type: none"> • complete your research; write the full draft of your extended essay • attend one working session (dates to be announced) 	
<p>9. Submit the full draft including cover page, word count, in-text citations/footnotes, works cited, appendices</p> <ul style="list-style-type: none"> • Upload to Canvas Unicheck Assignment • Upload to Managebac • Print one copy • Due to IB Office or Room 3009 	<p>September 9, 2019 3:01 PM</p>
<p>Final opportunity to meet with Supervisor for feedback and advice</p>	<p>Sept 9 –Sept 23</p>
<p>10. Completed Extended Essay submitted</p> <ul style="list-style-type: none"> • Submit to Managebac as a pdf file with file name: EE_2020.pdf • Print one copy • Due to IB Office or Room 3009: 	<p>October 11, 2019 3:01 PM</p>
<p>11. Attend Viva Voce after school. This is the final formal meeting. 12. Write the final Required Reflection in Managebac at the conclusion of the <i>Viva Voce</i></p>	<p>November 14, 2019 Reflection field closes Nov 17</p>



IB Examiners Advice to IB Students

The more background a student has in the subject, the better the chance s/he has for writing a strong Extended Essay. Therefore a student should choose a subject area based on their current IB course enrollment.

Recommended: things to do

Before starting work on the extended essay, students should:

- read the subject area guideline for specific subject requirements
- read the assessment criteria for their chosen subject area carefully
- read previous essays to identify strengths and possible pitfalls
- spend time developing and refining the research question
- work out a structure for the essay

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their Supervisor
- construct an argument that relates to the research question
- use the library and online resources (and consult librarians for advice!)
- record sources as they go along in a tool like *NoodleTools* or *Managebac*
- revise research question as necessary
- let your interest and enthusiasm show in both meetings with the Supervisor and in the Reflections!

After completing the essay, students should:

- check and proofread the final version carefully
- submit the essay to *Canvas Unicheck* for final checking

Recommended: things to avoid

Avoid at all costs:

Students should not work with a research question that is too broad, too vague, too narrow, too difficult, or inappropriate. **A good research question is one that asks something worth asking and that is answerable within 40 hours / 4,000 words.** It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students should not:

- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the Internet uncritically
- cite sources that are not used
- plagiarize

Washington-Lee High School
Extended Essay Supervisor Contract
Due to the IB Office on or before **February 15, 2019**



I. Information to be filled out by the Candidate

Name of Diploma Candidate: _____

Name of Extended Essay Supervisor: _____

Subject Area of Extended Essay: _____

Topic of Extended Essay: _____

1. Indicate **the date** and **amount of time** of your initial meeting(s) with your EE Supervisor:

2. Write your preliminary **Research Question**.

3. List **the preliminary source/article** from which you derived your Research Question during the IB Conference seminar.

4. Comment on **why the topic is important**, **what can be gained** by studying it, and **your personal interest** in it.

5. List an additional **five (5) academic sources** that you plan to consult. *You are expected to clearly identify book titles, scholarly articles, videos, interviews, etc. upon which your Supervisor may comment.*

