

The 4000-word extended essay, is one of the core components of the Diploma Programme. Along with TOK it contributes to the 3 bonus points.

### Purpose of the extended essay (EE)

The extended essay, including the world studies extended essay, offers the opportunity for IB students to:

- ✓ investigate a topic of special interest
- ✓ select an area of research from Diploma Programme subjects
- ✓ become acquainted with the independent research and writing skills
- ✓ get acquainted with formal presentation and structured writing
- ✓ promote independent, high-level research
- ✓ promote intellectual discovery and creativity

### Process of EE supervision

**Step 1:** Students introduced to the extended essay by the EE coordinator who outlines the structure, process and assessment criteria to complete the EE. Tips for good EE and do's and don'ts are discussed. Students have a Q and A session to clarify doubts. EE coordinator shares exemplar EEs and deadlines with students on Managebac.



**Step 2:** Students finalise a subject of their choice and approach the teaching staff to be their EE supervisor. They are advised to meet the prospective EE supervisor with preliminary topic ideas to convince them to be their EE supervisors.



**Step 3:** Once EE supervisors are confirmed students finalise a topic and work on their research question. They undertake a literature review to focus their research question. They also identify methods to collect their primary and /or secondary data to test their hypothesis. Complete Reflection 1 at this stage.



**Step 4:** Over the summer students complete their first full draft of their extended essays. In order to do that, they complete their preliminary experiments during the last week of school and collect large volumes of primary data. Some students rely on secondary data such as data bases. They select methods or statistical tests to analyse their data. Finally they examine the hypothesis with the processed data and write a strong analysis and evaluation. Complete Reflection 2 at this stage.



**Step 5:** The first draft is submitted when school reopens. The EE supervisors provide feedback on the first draft and discuss next steps with students. The final draft is completed by the students by incorporating the feedback provided. The EE supervisors conduct a final Reflection which is the viva voce. Students submit final draft to EE supervisors on Managebac.

Extended Essay as a core element of DP is introduced in the first year of the program. Its specific role in the Diploma, what makes it an intrinsic part of the IB Diploma and the role it plays in their learning is discussed. These educational, along with the assessment principles are presented to the students, in addition to the skills that are required.

Extended Essay Coordinator organizes presentations providing necessary information about the process of writing the essay, outlining the roles and duties of both students and the supervisors before, during and after writing the Essay. There is special emphasis on the reflection process, the importance of maintaining the Researcher's Reference Space and the three mandatory reflection sessions with the EE supervisor and the RPPF that has to be filled in. This is followed by a question-and-answer session, after which students discuss potential areas of interest with the subject specialist teachers who provide them with specific information and also allow them to peruse through samples of past Extended Essays. Students are advised to select a topic preferably from one of their HL subjects.

Students are provided with a list of deadlines that outlines the steps they need to take in a timed manner. RWA Extended Essay Student Guide is given to the students to use it as a reference point. It includes sections on Nature of the Extended Essay, Assessment Objectives, The Student's Role, Tips from Examiners, Structure of the Essay, Formal presentation of the Essay and Checklist.

A similar guide is provided to the Extended Essay Supervisors with additional information on the importance of providing regular quality feedback to their candidates, as also to keep them motivated. Regular meetings between the supervisor and students are scheduled, with the EE Coordinator coordinating it and keeping the parents informed of any missed deadlines. Feedback and support is provided. Three mandatory reflection sessions are held according to the deadlines. This process is monitored by the EE Coordinator.

Students submit a detailed summer work plan at the end of first year and submit their first draft at the start of second year. Essays are checked for plagiarism using the Turnitin software. A session is held to inform the supervisors of how to use Turnitin to check for plagiarism index and generate an originality report. Students incorporate the feedback. Final draft and the RPP Form are submitted, followed by viva voce.

### **Role of the EE Coordinator**

- To ensure a sufficient number of supervisors are available per examination session
- To allocate feasible number of students to each supervisor
- To develop training programmes for supervisors to encourage more staff members to take on this valuable role.
- To highlight the importance of the Researcher's reflection space to students.
- To facilitate the three mandatory reflections for the EE.
- To ensure that policies such as the academic integrity and honesty policy are fully embedded into the preparation of students for the extended essay.
- To make programme resource centre resources available to supervisors, such as extended essay exemplars and subject reports.
- To set deadlines for students in liaison with the Diploma Coordinator.
- To send reminders to students to teachers for upcoming deadlines.
- To conduct introduction sessions to students and parents about the extended essay.
- To inform parents about concerns regarding the completion of the extended essay.
- To conduct training sessions for new and returning extended essay supervisors.
- To conduct training for students to support them with analysing and evaluating data.
- To monitor student progress in the completion of the extended essay.
- To meet with students and resolve issues about choice of topic or research questions between student and EE supervisor.

### Role of the EE supervisor

- To give sufficient time to students to arrive at a focused research question which is feasible within the scope of the task, time available
- Be aware of the student's ability and use the reflections or check-in sessions to address key skills such as research methodology.
- To emphasize the importance of the reflection sessions as supported by a detailed Researcher's reflection space.
- To ensure that students are given copies of relevant publications available on the programme resource centre, such as policies, exemplars and subject reports
- To be fully familiar with both the assessment requirements of the subject being supervised
- To conduct three mandatory reflection sessions, the third being viva voce.

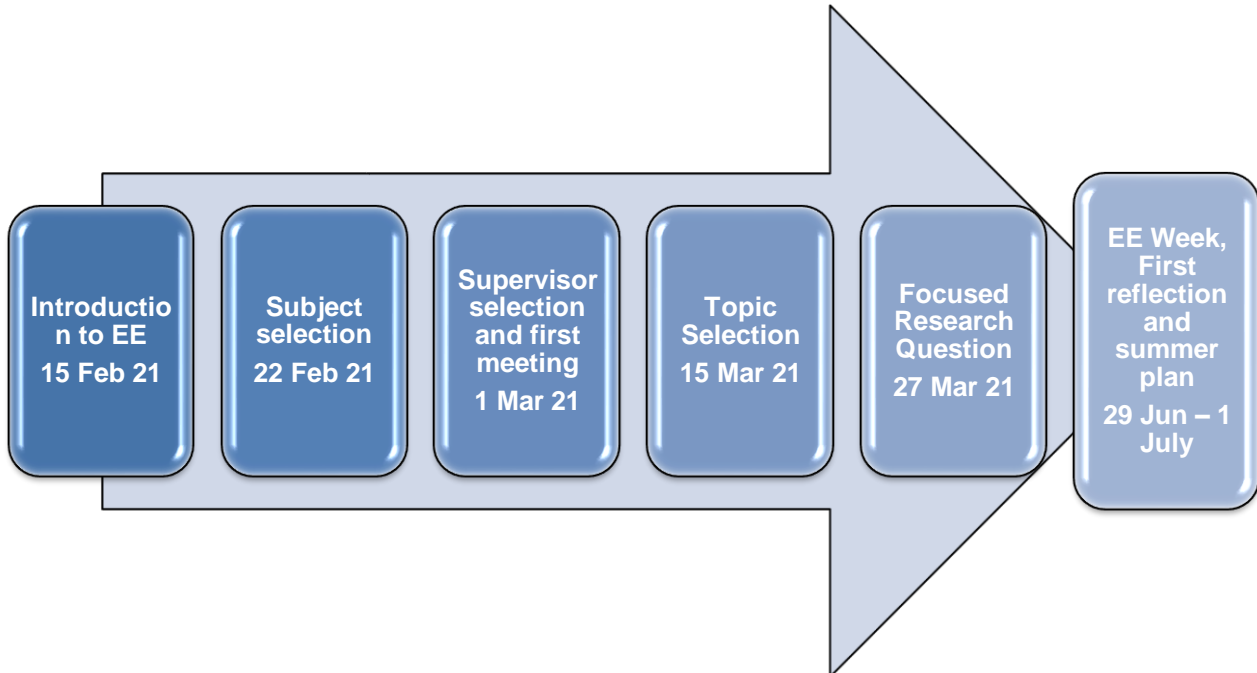
### Role of the student

- To choose a subject and then topic that interests them
- To focus the research question to allow collection of primary and/or secondary data.
- To develop and demonstrate their understanding, creativity and/or originality in their essay
- To develop a Researcher's reflection space that will facilitate planning and preparation for reflection sessions
- To be aware of the importance of planning and how this can contribute to successful completion of the extended essay
- To construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing and avoid academic misconduct.
- To prepare for reflection sessions appropriately especially the viva voce.
- To meet all internal deadlines set by the school in the completion of the extended essay.

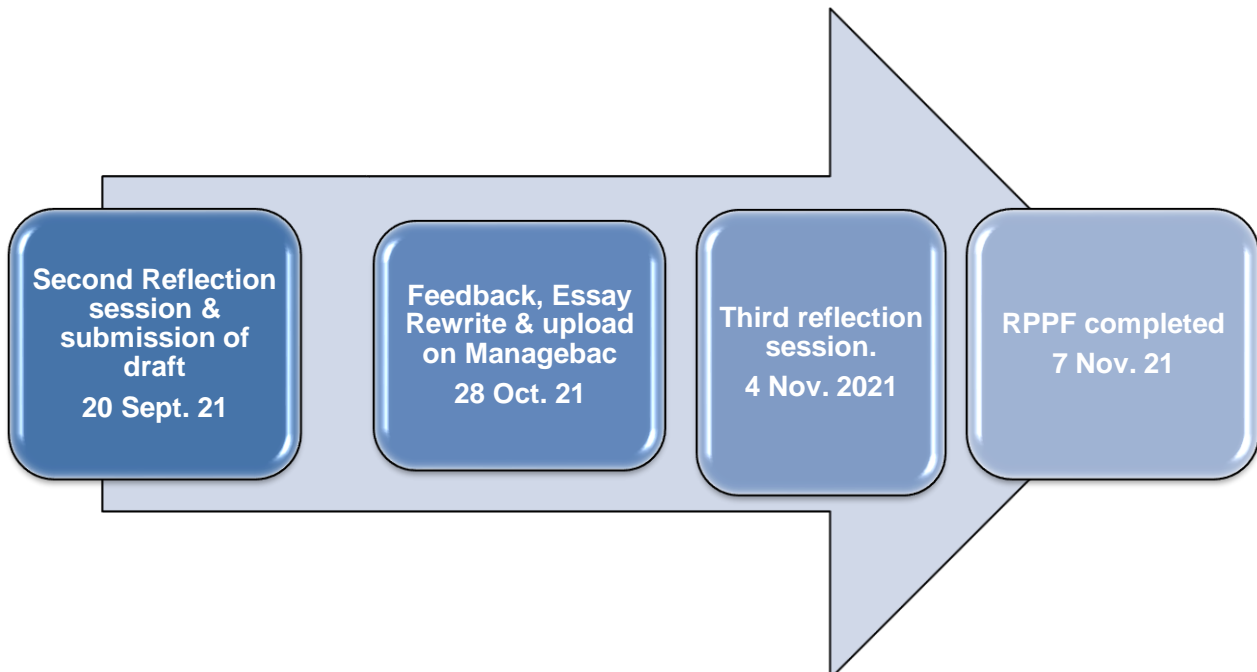
### Role of the librarian

- To offer lessons and workshops in information literacy and research skills
- To build partnerships with public and university libraries
- To support students in terms of accessing adequate print and online sources
- To provide training and support with academic integrity, including an introduction to how to cite correctly and consistently.

**Example Timeline for Grade 11 May 2021.**

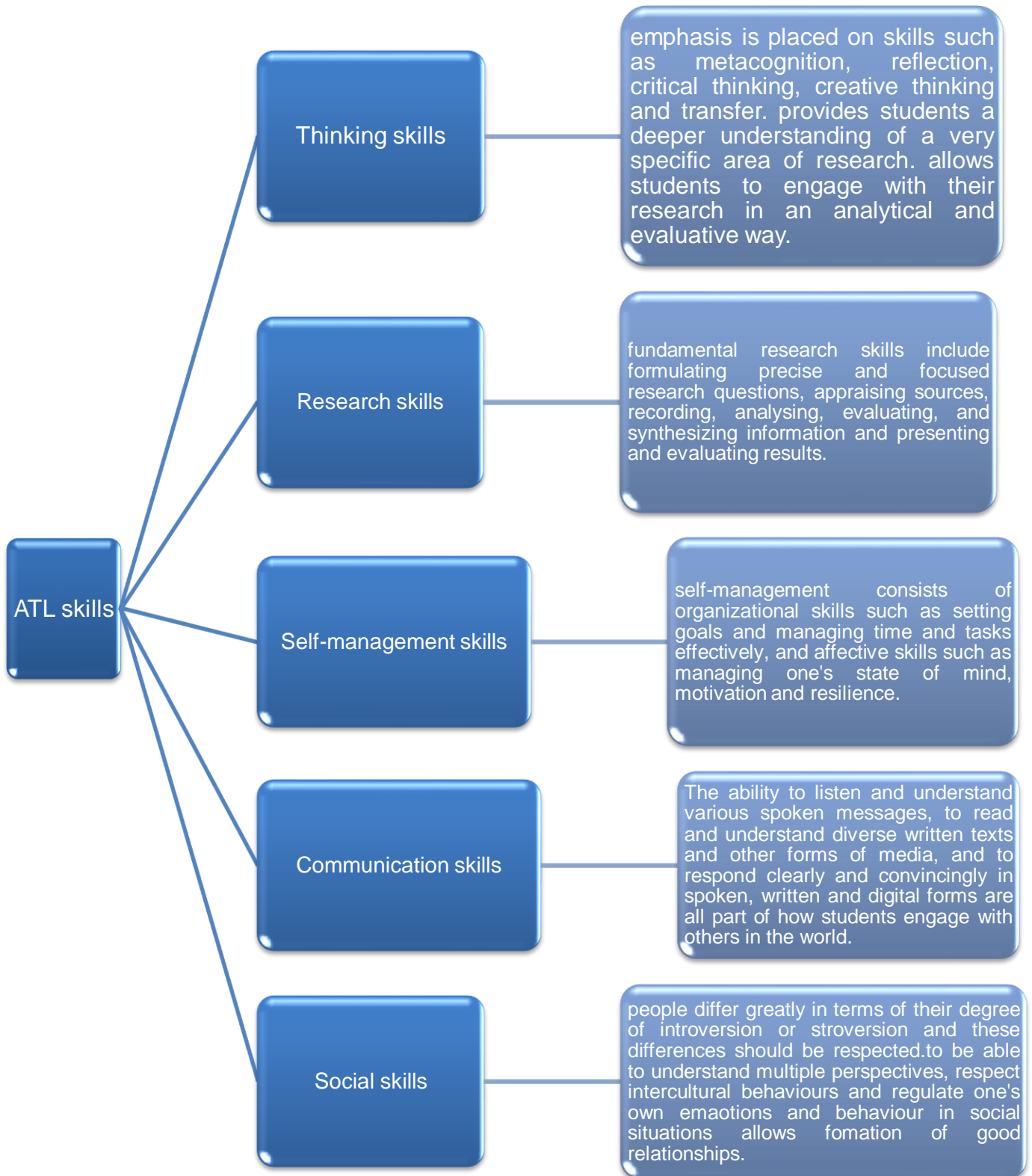


**Example Timeline for Grade 12 May 2021.**



### Approaches to learning (ATL) skills and EE

The DP students accommodate the ATL skills acquired in the Middle Years Programme. These ATL skills form an integral part in the development of the extended essay.



References:

[Guide\\_Extended\\_essay\\_en-IBDP.pdf](#)-last date accessed 15<sup>th</sup> Nov. 2021.