



**INTERNATIONAL BACCALAUREATE
MAGNET CENTER
HAMPTON HIGH IB WORLD SCHOOL**

***THE COMPLETE GUIDE TO THE
EXTENDED ESSAY***

Extended Essay Coordinator: Mr. Kevin Valliant
Assistant Principal: Mr. Bryce Johnson
Principal: Ms. Myra Chambers
District Coordinator: Ms. Whitney Cataldo



INTERNATIONAL BACCALAUREATE: EXTENDED ESSAY TIMELINE

Junior Year:

- November (3rd week) EE Coordinator (EEC) meets with all juniors to discuss the extended essay, to distribute materials, and to discuss timelines and expectations. Students should begin studying the various subject areas to find ideas for their essay. A complete listing is available at the front desk in the library.
- December (2nd week) **Extended Essay Contract identifying EE Student Supervisor (EESS) and Subject:** Students submit **Extended Essay Contract** form to the EE Coordinator identifying **EE Student Supervisor and subject area**.
- December (3rd week) EEC will meet with all EE Student Supervisors (EESS) to discuss timeline, expectations, and responsibilities; Supervisors will receive extended essay handbooks.
- January (2nd week) **Extended Essay Topic:** Supervisor conference should be held before this date; student works with Supervisor and/or EE Coordinator on the process of topic clarification and potential sources of information. Students submit **Extended Essay Topic** with proposed **title** to EEC, who will insure that no two students are writing on the same idea. The International Baccalaureate Organization does **not** permit two students to write on the same idea.
- February (2nd week) EEC will meet with students to discuss research strategies and questions, outlining and the annotated bibliography.
- March (2nd week) **Research Proposal:** Supervisor conference has been held; students turn in **Research Question and Thesis** to Supervisor and EEC.
- April (2nd week) **Annotated Bibliography & Preliminary Outline:** Students submit one copy of an Annotated Bibliography and 1 copy of the **Preliminary Outline** of the paper to the Supervisor and to the Coordinator. Supervisors should submit a progress report to the IBC.
- May (2nd week) **Turn in the Introduction to EESS.** Introduction should be 200 to 300 words. This is not an IB requirement, but should provide the Supervisor

with a substantial piece of writing to evaluate. Supervisors and students will discuss a detailed plan for summer research, a meeting before the end of school for feedback on the introduction, an exchange of information (e-mail addresses, telephone numbers) so that students may contact their advisor and the coordinator during the summer if the need should arise. A progress report is due to the IBC by the Supervisor.

June, July, August Students work independently on the papers.

Senior Year:

October (2nd week) **First Draft:** Students submit one copy of the first draft to the Supervisor. Students and Supervisors set a date to discuss first drafts. Students who do not submit the rough draft may be removed from the Diploma Program.

November (3rd week) **Final Draft:** Students submit two paper copies of their completed Extended Essays and one electronic copy of the paper to the EEC and one copy of the final draft to their Supervisor.

December Viva voce: A short interview with the student and supervisor. The *viva voce* serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor's final report

February (3rd week) Supervisors submit EE Cover Sheet with final report and predicted grade.

NOTE: Supervisors may hold as many conferences as are necessary. The time required by IB is from 2 - 5 hours for each student.



**International Baccalaureate Program
Hampton High IB World School
Extended Essay Contract**

Please Print

Name of Candidate _____

Essay Subject _____

Extended Essay Student Supervisor (EESS)

Contact numbers (home/work/ FAX/ E-mail) _____

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will adhere to the regulations and guidelines and the deadlines prescribed in the contract. I will contact my supervisor and coordinator should there be any modifications in the above indicated information. Students must complete the extended essay in order to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy and be registered for May exams.

Date _____ Student Signature _____

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will offer my parental support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in the contract. I understand that students must complete the extended essay in order to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy and be registered for May exams.

Date _____ Parent Signature _____

Please return a copy of the signed original to the EE Coordinator by _____



**EXTENDED ESSAY
RESEARCH PROPOSAL**

NAME _____ ID # _____

DATE OF SUBMISSION _____

LANGUAGE PROPOSED _____

EXTENDED ESSAY SUPERVISOR _____

Community supervisor _____
(Provide name, address, business and home phone #)

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RESEARCH PROPOSAL

Subject:

Topic:

Title:

Research Question:

Rationale (please attach): 1) the paper's title, 2) a statement of approximately 250 words explaining the general value of the topic (why it is important, what can be gained by studying it, and what the personal interest in the subject is), and 3) a follow-up paragraph of approximately the same length that describes the specific attributes of your subject. **This second paragraph should conclude with the central question that the paper will address.**

Please type and attach Rationale to this form.



**EXTENDED ESSAY
ANNOTATED BIBLIOGRAPHY AND PRELIMINARY OUTLINE**

NAME _____ ID # _____

DATE OF SUBMISSION _____

LANGUAGE PROPOSED _____

EXTENDED ESSAY SUPERVISOR _____

Community supervisor _____
(Provide name, address, business and home phone #)

SUBJECT: _____

TOPIC: _____

TITLE: _____



ANNOTATED BIBLIOGRAPHY (To be completed by supervisor)

Is annotated bibliography detailed and sufficient for the proposed essay?

PRELIMINARY OUTLINE (To be completed by supervisor)

Is the preliminary outline sufficient for the proposed essay?



**EXTENDED ESSAY
INTRODUCTION AND FINAL OUTLINE**

NAME _____ ID # _____

DATE OF SUBMISSION _____

LANGUAGE PROPOSED _____

EXTENDED ESSAY SUPERVISOR _____

Community supervisor _____
(Provide name, address, business and home phone #)

SUBJECT: _____

TOPIC: _____

TITLE: _____

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INTRODUCTION (To be completed by supervisor)

Is the introduction in line with the assessment details? Does it provide the reader with a clear understanding of the research goals?

FINAL OUTLINE (To be completed by supervisor)

Does the final outline provide a solid framework for an excellent Extended Essay?



**EXTENDED ESSAY
COMPLETION TIMETABLE**

This form is to be completed by the Candidate and Supervisor. Upon completion of each research stage specified below, submit a copy of the work with this initialed form to the Coordinator. The Supervisor and Candidate will keep additional copies.

Name _____ ID # _____
DATE OF SUBMISSION _____ **SUBJECT** _____
EXTENDED ESSAY SUPERVISOR _____

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TITLE:

	Date of Conference	Due Date to Coord. & Super	Supervisor's Initials & Comments	Coordinator's Initials
1st Conference: <ul style="list-style-type: none"> • Prior to submission of Rough Draft 	September	Oct. (2nd week)		
2nd Conference <ul style="list-style-type: none"> • Prior to submission of Final Copy 	November	Nov. (3rd week)		

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EE Deadline Form

To: Extended Essay Student Supervisor
From: EE Coordinator
Re: *Research Proposal* deadline
Date:

With the impending deadline, which will attach a mark for the first ToK grade, here are a few guidelines:

Your students (according to my records) are:

Research Proposal grade:

- 1.
- 2.
- 3.

The bibliography should show evidence of research and investigation into the topic. You should rank the student by how well you think they would be able to write a research paper based on the sources provided and ensuing discussions with the student. Format is not an issue at this time.

Grade criteria

- F Student has not turned in a Research Proposal.
- D Student has turned in an incomplete Research Proposal.
- C Student has turned in a Research Proposal that does not adequately describe the essay or show an understanding of the project.
- B Student has turned in a Research Proposal that provides a limited understanding of the project.
- A Student has turned in a through Research Proposal that shows a thorough understanding of the project.

Please complete this form & return it to the EE Coordinator by _____. Thank you.



EE Deadline Form

To: Extended Essay Student Supervisor
From: EE Coordinator
Re: *Rough Draft* deadline
Date:

Please attach a mark for a ToK grade for the rough draft based on the guidelines below:

Your students:

Rough Draft grade:

- 1.
- 2.

3.

The rough draft should show evidence of research and investigation into the topic. You should rank the student by how well you think they would be able to write a research paper based on the paper provided and ensuing discussions with the student.

Grade criteria

- F Student has not turned in a rough draft with acceptable sources.
- D Student has turned in an inadequate rough draft with few and/or unacceptable sources.
- C Student has turned in an acceptable rough draft with several sources, but does not analyze the topic and does not have a range of sources to thoroughly explore the topic.
- B Student has turned in a rough draft with several sources reflecting a wide range of references, which enabled him/her to write a good paper.
- A Student has turned in a rough draft with several sources reflecting a wide range of references, which enabled him/her to write a thorough, analytical paper.

Please complete this form & return it to the coordinator by _____. Thank you.



PREDICTED GRADE FORM

To: **Extended Essay Supervisor**

From: EE Coordinator
Re: The Final Step
Date:

Please assign a grade to the extended essay based on the general criteria and the subject criteria. Please return the essays to the Site Coordinator on or before _____. Please do not mark on the paper or feel that you must make comments. At this point you simply read and assign a grade. Below please find a grade rubric, which should be helpful:

A	Excellent	36-30
B	Good	29-23
C	Satisfactory	22-14
D	Mediocre	13-7
E	Elementary	6-0

The last step is to sign and date the cover sheet and indicate how many hours you have contributed to the effort. The number of hours is not a factor in determining the extended essay grade. Placing comments on the extended essay cover sheet is optional.

Candidate	Grade	Hours

Many thanks again for your contribution of time, expertise, and care to our students.

Supervising Extended Essays

by Hugh Robertson, extended essay examiner

The extended essay is one of the most innovative features of the IB Diploma Programme. If a liberal education is what is left when the facts have been forgotten, the extended essay is its cornerstone. From my experience as an extended essay examiner over the past 20 years, I have noticed a close correlation between supervision and results.

When teachers are asked to supervise extended essays that are outside their areas of expertise, it creates difficulties for both supervisors and students. When these assignments further require supervisors to ensure ethical and legal standards, to teach research skills, to document procedures and to detect plagiarism, the difficulty of supervising students outside of their subject is compounded.

If we can match subject teachers with students writing about that subject, both student and supervisor will enjoy greater success. Subject teachers can offer competent advice on the suitability of topics, the formulation of appropriate research questions, the techniques of research and documentation and the application of assessment criteria. Another benefit is that subject teachers know which topics their students have selected for their Internal Assessment projects. Therefore, they can ensure that there is no overlap between these topics and their extended essays.

Subject teachers who know their students and who are in close contact with them will be in a better position as supervisors to control plagiarism. Plagiarism is not driven by indolence or improbity. Students are driven to plagiarize assignments largely because of confusion and apprehension caused primarily by lack of skills and lack of time. By promoting pre-IB skills instruction and encouraging the use of class time for monitoring assignments, supervisors can dramatically reduce the incidence of plagiarism.

Arranging for subject teachers to supervise extended essays may not always be easy to implement. However, careful and conscientious supervision is central to the successful completion of an extended essay and it merits serious discussion among administrators, coordinators and teachers.

