



Extended Essay

Supervisors' Handbook

Nov-Dec 2021	TOK lessons – begin research skills Students upload research proposals to ManageBac Subject choices and no. of students shared with HODs
Friday PD day 1 hour (3 rd Dec 2021)	EE specialists for each subject group: <ul style="list-style-type: none"> Review handbook and EE process What are the issues that need addressing? How can we iron out mistakes? Need for students to locate academic sources
14 th Jan 2021 (end of S1 exam week)	EE Fair: <ul style="list-style-type: none"> Students present ideas to HOD and teachers of relevant dept. Share annotated bibliography Initial RQ is already uploaded to ManageBac Discuss ideas and offer suggestions on how to refine/develop initial research. Students tasked with making initial source list. HOD (or lead EE specialist) discusses proposals within dept and allocates supervisors (confirmed by 21st January)
PD day: 14 th Feb 2022 (Topics/RQ decided by 18 th Feb 2022)	EE training for all staff: <ul style="list-style-type: none"> Overview of the EE process Specifics of the EE in each subject area Guidance on how to refine Research Question Guidance on how to conduct the first EE meeting Guidance on recording notes on ManageBac Guidance on reflections
11 th March 2022	Deadline for first 1:1 meeting with students: <ul style="list-style-type: none"> Outline ideas; explain, justify and discuss EE proposal Identify sources Determine limiting factors Initial reading, finding sources, and reflections on research so far Reflection #1 on ManageBac (Students of concern – names sent to Steven Spence)
PD day: 11 th April 2022	EE training for all staff: <ul style="list-style-type: none"> Review of the EE process so far (focus on documenting progress on ManageBac) Guidance for EE in each subject area (create departmental handbook) Guidance for reflection #2 Significance and methodology Formatting requirements Academic integrity and Turnitin report (how to use similarity scores) How much feedback can be given? Adapting RQ to fit essay
EE check-ins 9 th – 13 th May 2022	Second formal EE check-in and second reflection: <ul style="list-style-type: none"> How (and why) have you refined your research question? What have you discovered so far? Problems encountered and how you plan to solve them (failing forward) (Students of concern – names sent to Steven Spence)
13 th June 2022	2000 words due: <ul style="list-style-type: none"> Submitted via ManageBac Supervisors review to check quality, relevance and connection with earlier work
30 th August 2022	EE 4000 words due: <ul style="list-style-type: none"> Submitted via dropbox on ManageBac calendar
10 th Sept 2022	EE draft feedback given: <ul style="list-style-type: none"> Supervisors meet with students to review EE draft and go through feedback Final essay uploaded by: 30th September 2022
29 th October 2022	EE process completed: <ul style="list-style-type: none"> Viva voce Reflection #3 on ManageBac Supervisor comments (by 5th November 2022) and predicted grades (by 19th Nov 2022)

Contents:

2.	Timeline
4.	General Guidance
5.	Assessment Criteria
7.	EE Fair
8.	First Supervisor Meeting
12.	Second Supervisor Meeting
14.	June Draft
15.	August Draft
19.	Final Process
26.	Assessing My IB

Extended Essay: General guidance notes

The Basics:

- 4000-word academic paper

- Independent research
- 40 hours (IB expectations – this includes meetings with your supervisor) 100 words/hour?
- EE/TOK (3 extra IB points available)
- Gain experience in undertaking in-depth research
- Develop creative and critical thinking skills
- Develop resilience in overcoming obstacles

Possible question starters:

- In what ways...
- To what extent...
- What is the impact of...
- What is the contribution/influence of...

Extended Essay aims:

- Present a convincing argument, supported with evidence – back up your comments with sources.
- Logical and coherent sequence of arguments, not isolated ideas and comments.
- Clear evidence of independent thinking.
- Focused, organized and well-structured essay.
- Intelligent assembling of information and evidence.
- Insightful analysis.
- Depth of understanding.

Topic, Title and Research Question:

EE Title:

- Summative statement (not phrased as a question)
- Specifically focuses the topic being researched
- Appears on the title page
- Uses key vocabulary that connect topic and overall subject area
- Attracts the interest of the reader

Research Question:

- Phrased as a question
- Appears on the title page
- Can be a header throughout the essay
- Supports development of an argument
- Clear and focused
- Connects with title and overall subject area

Extended Essay assessment criteria:

A: Focus and method (topic, research question, methodology) (6 marks)

- Introduction must include research question.
- Explain how/why research question was refined.
- 300-450 words recommended for introduction.

- Explain the context of study – provide background information – what is the existing knowledge?
- Worthiness – explain its significance – why is it deserving of study?
- Research approach and sources used – effective and informed selection of sources.
- Focus on research question maintained throughout the essay.

B: Knowledge and understanding (context, subject specific vocabulary & concepts) (6 marks)

- Content knowledge.
- Subject specific vocabulary.
- Good choice of resources (not blogs, Wikipedia etc).
- Social/historical/political/cultural context.
- Demonstrate awareness of existing relevant arguments, theories and information.
- Support your ideas with evidence and cite your sources – don't just repeat someone else's ideas.
- Cross-reference your sources to prove your ideas. Don't repeat existing information.
- Evaluate sources for reliability and validity.
- Include a range of sources (journal articles, books, internet, interviews, videos).

C: Critical thinking (research, analysis, discussion, evaluation) (12 marks)

- Relevant sources used.
- Analysis of findings and of sources.
- Reasoned argument.
- Show awareness of the value and limitations of EE topic/research question
- Discussion and evaluation of evidence.
- Accurate content knowledge.
- Conclusion (350-450 words recommended).
- Conclusion must be consistent with the argument in your essay – summarise, synthesise, analyse.
- Support your conclusion with evidence.
- Analyse the quality, relevance, credibility and reliability of evidence used in your research
- Analyse varying interpretations to the same artwork or context.

D: Presentation (structure and layout) (4 marks)

- 4000 word limit
- Title page (title of essay; research question; subject; word count; exam session)
- Research question must end with a question mark; cannot be a statement/hypothesis
- Contents page (sequential list of essay sections with page numbers on far right)
- Page numbers at the bottom of each page
- No page numbers for title page and contents page
- Page numbers listed on contents page must match their relative content
- NO IDENTIFIERS (name/school/candidate number/supervisor)
- Legible font (size 12)
- Double spacing
- Works cited (bibliography) must only include sources used in the essay (must be cited)
- MLA format for bibliography
- MLA format for citations and references
- Consistent referencing style (footnotes OR in text citations – not both)
- No personal pronouns (should be academic style research)
- Max file size 10MB

4000 word limit includes:

- Introduction or Conclusion
- Main body of essay
- Quotations
- Chapter headings
- Notes to explain/analyse images

4000 word limit does not include:

- Table of contents
- Diagrams, maps, charts etc and caption
- In-text citations (in parentheses)
- Bibliography/works cited

- Footnotes that are not citations
- Anything in parentheses that is not a citation
- RPPF (Reflections on Planning and Progress Form)
- Appendix

E: Engagement (process and research focus) (6 marks)

Demonstrate engagement with the research process and discussions with your supervisor:

- How you arrived at the research question
- Selection of source material
- Challenges encountered and overcome
- Any creative approaches in your work? (e.g. interviews, visiting relevant locations)

Reflections on Planning and Progress Form (500 words maximum):

1. Early reflection

Outline ideas, why you are interested in this topic, explain research question, initial reading, sources, possible research approaches, ideas on how to answer the research question

2. Before first draft completed

How (and why) have you refined your research question?

What have you discovered so far?

Problems encountered and how you plan to solve them (failing forward)

3. Closing session

After Extended Essay is uploaded

Final reflections on process, achievements and challenges

How reliable are your sources?

Strengths and shortcomings of your research methods

What factors have not been considered?

Total marks available: 34

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

Supervisors will read one draft of your essay and comment on that draft to help students refine their essay before it is submitted to the IB.

Students must cite all sources (images and text) and reference according to the MLA referencing system.

All Extended Essays will be submitted through turnitin.com to check for plagiarism.

January: EE fair and pairing of supervisors with students

Aim: That all students have a suitable question and that they are clear on the approach to answer it.

EE fair: What is it?

- All Year 11 IB students and EE supervisors participate
- Pizza lunch, then meeting in subject areas
- Discuss and share as a group – students talk through their initial research questions
- Stress-test and review research questions and EE topics
- Allocate students to supervisors, based on areas of interest and expertise

- Agree expectations for next meeting:
 - ⇒ Collect list of initial sources
 - ⇒ Write refined research question for review

EE fair: What do supervisors do?

- Facilitate discussion and sharing of initial research questions as a group
- Ask questions to draw out student thinking on how they will begin their research
- Set expectations for students to collect 3-5 sources for initial meeting 15th – 25th February
- Help refine research questions:
 - ⇒ Is the RQ a question? (it cannot be an essay that simply describes a particular idea)
 - ⇒ Can the student reach a conclusion about this?
 - ⇒ Is it related clearly to the subject area?
 - ⇒ Is it simple and straightforward?
 - ⇒ Is the argument clear and focused?
 - ⇒ Are there relevant and accessible sources to use for research?
 - ⇒ What has sparked the student's interest in this topic? Is it sustainable?
 - ⇒ What background knowledge does the student already have?
 - ⇒ Does the research question have scope for analysis, evaluation and development of a reasoned argument?

(The EE cannot replicate work already done in an IA. Students cannot use the same research twice for different assessment tasks in the IB).

- Possible research question starters:
 - ⇒ In what ways...
 - ⇒ To what extent...
 - ⇒ What is the impact of...
 - ⇒ What is the contribution/influence of...
 - ⇒ How does ... compare with ...

February: Deciding EE topic and research question

First formal check-in

Reflection #1 on ManageBac

Aim: That the students have shown that they have all the sources they need to answer the question

Meeting to be arranged between supervisors and students.
Must take place between 15th – 25th February 2022.

1. Review EE topic and RQ (research question)

- Discuss reading, research and note-taking done so far.
- Does this fit with the RQ and topic?
- Does the RQ need adapting so that the research is relevant?
- Review sources already used and begin working bibliography
- Decide on next steps for research: identify further sources; primary sources; practical lab work or experiments needed?

2. Reflection #1 on ManageBac (about 150 words):

- Outline ideas so far on what EE topic and RQ are
- Explain why you are interested in this topic – how does it relate to you and/or your IB studies?
- Explain how the RQ developed
- Reflections on initial reading work, finding sources (Is it easy? Difficult? How do you distinguish useful from irrelevant sources?)
- Initial ideas on how you will answer the RQ

3. Write up supervisor notes on ManageBac

- Supervisors need to add notes to outline what was discussed at the meeting
- Use the “Interview Note” section on the Worksheet tab for the EE on ManageBac.
- Include overview of what was discussed
- Include notes on next steps required of the student

EE reflections are worth 6 points. (The pass mark for the entire EE is 7...)

They need to be:

- Personal and individual
- Relevant to the EE topic, question and subject
- Reflective, not descriptive
- Connected (all three reflections should link to show how each student’s journey has developed)
- Avoid description – the reflection should be individual to each student’s research so far and not generic.
- Avoid any identifiers! (Reflections should not include the name of the school or supervisor).
- You cannot write for the student, but you can guide and support (and encourage them to revise and improve reflections that are just lists of things they have done).

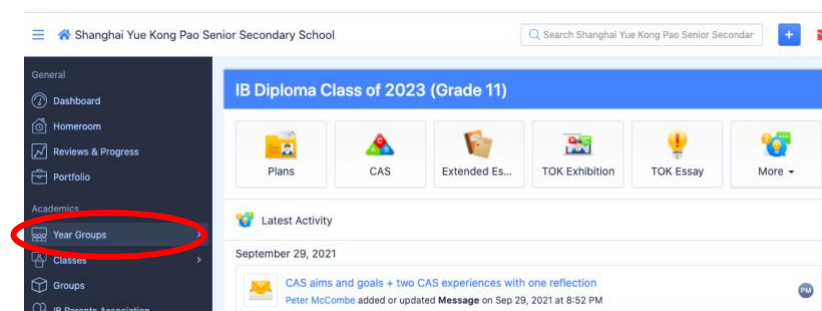
AVOID REFLECTIONS LIKE THIS:

“In the first-round meeting, my supervisor and I discuss about the subject body and the topic that I am going to research in, and the title have been decided. Also, we also talks about which subject tool involve during this study, in order to produce a result that is qualified.”

How to put the Extended Essay research question and topic into ManageBac:

1. Open ManageBac and click on “Year Groups” in the left-hand menu.

ykps.managebac.cn/teacher

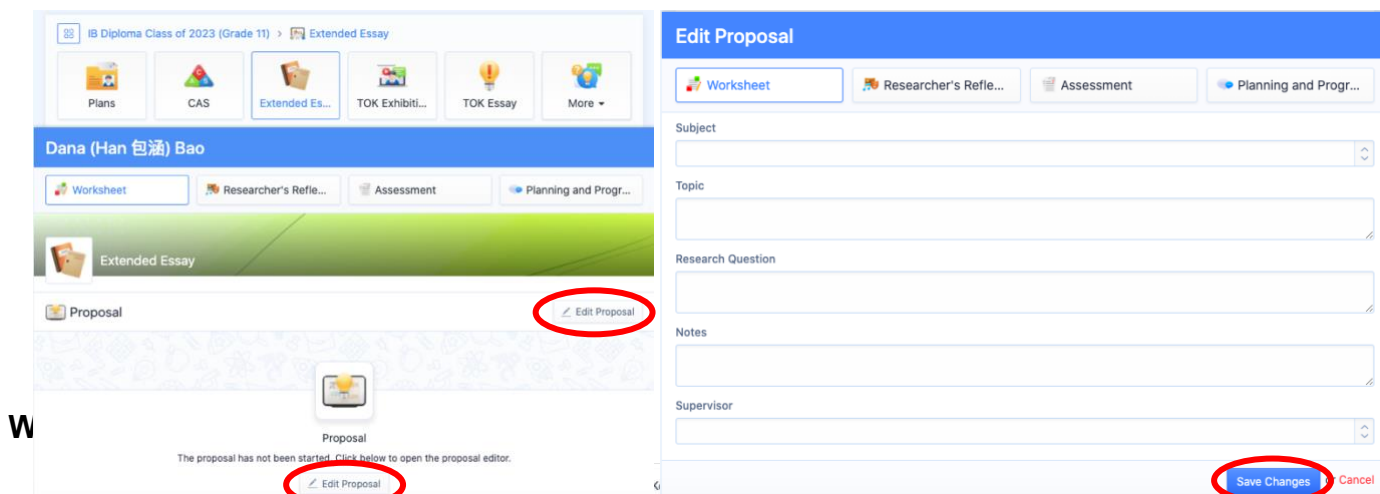
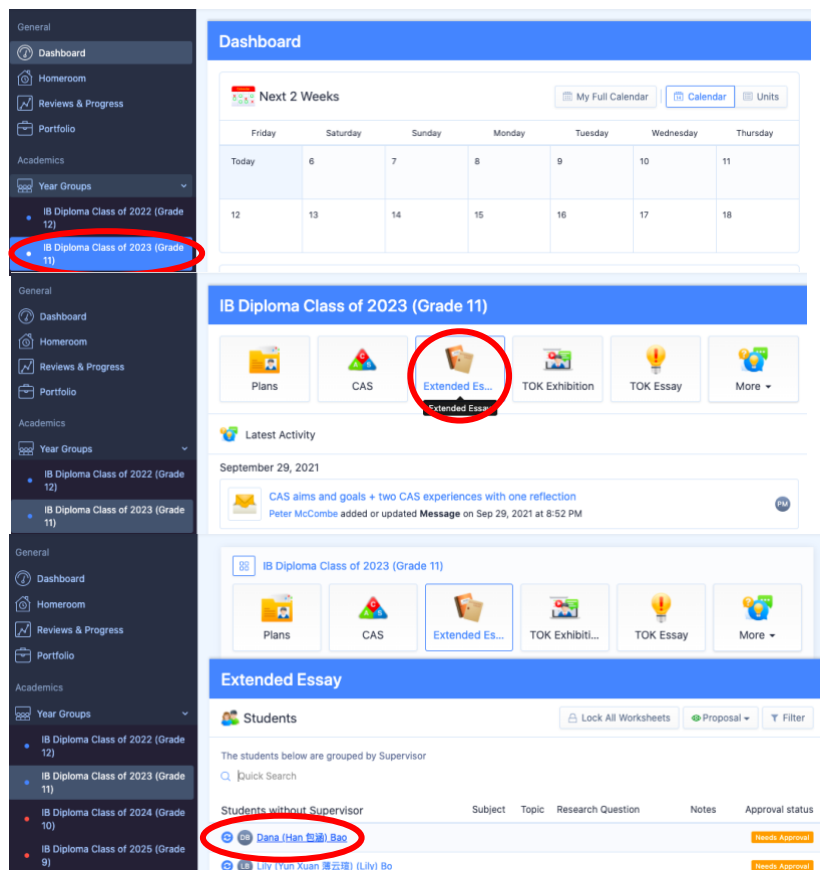


2. Click on the year group for your EE students.

3. Click on the Extended Essay tab.

4. Click on the student you are meeting with.

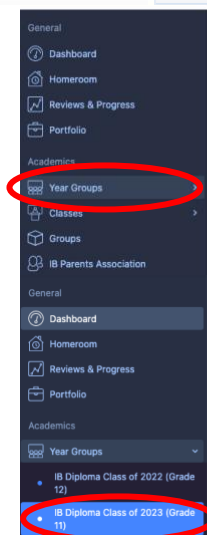
5. This brings you to their EE worksheet page. Click on either of the “Edit Proposal” buttons and then complete the boxes that appear. Make sure to click the blue “Save Changes” button to make sure all the data is saved.



“Year Groups” in the left-hand menu.

ykps.managebac.cn/teacher

2. Click on the year group for your EE students.



3. Click on the Extended Essay tab.

4. Click on the student you are meeting with.

5. This brings you to their EE worksheet page.

6. Click on the “Planning and Progress” tab.
Reflection goes here.

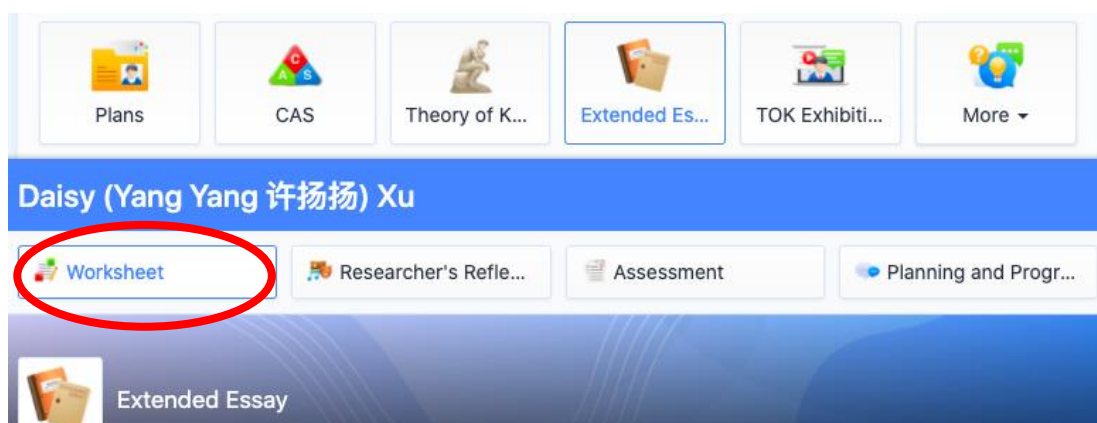
Make sure to click on “Save Changes” (at the bottom of the screen) to save the work.

How to document your EE meetings with students on ManageBac:

1. Open ManageBac and select the year group for your EE students.

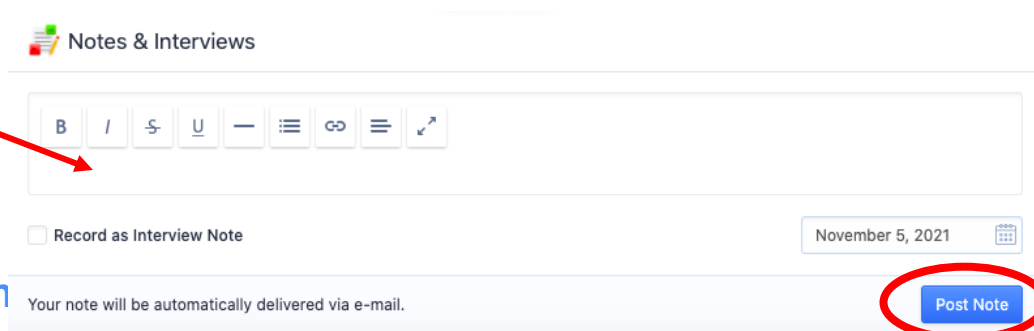
2. Click on the Extended Essay button at the top of the screen, then select the student you are

3. You should be automatically directed to the "Worksheet" tab for the EE.



4. Scroll down to the bottom of the page – you can type in your notes here.

Remember to click on "Post Note" – do not move off this page until you have clicked this button or you will lose all your notes!

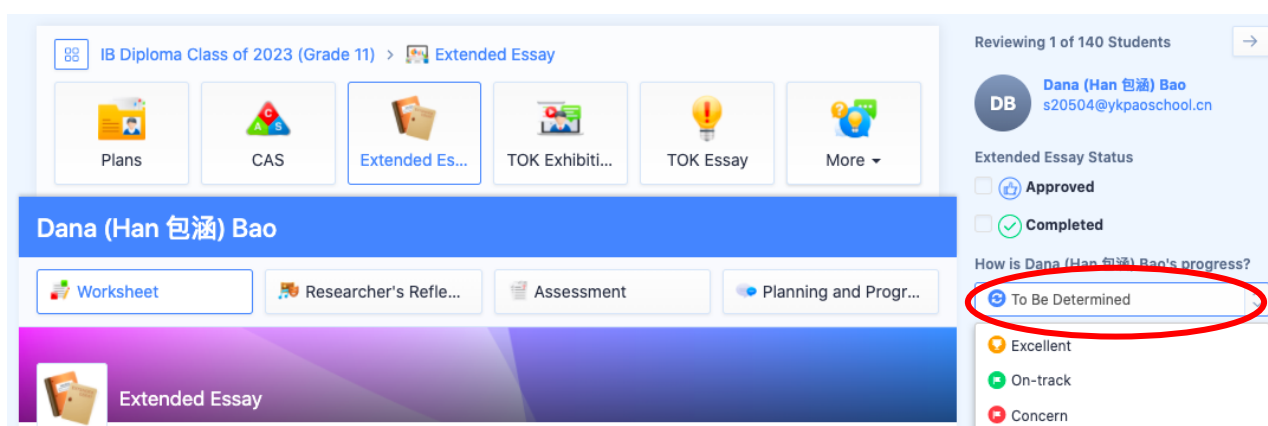


Aim: To check that research has been complete and the writing process can begin

1. What needs to be covered at this meeting?

- Confirm reading done so far
- Students should be able to show you their notes and a working bibliography
- Write up outline on ManageBac of what was covered at the meeting. (It's easiest to do this at the meeting itself – type up notes as you cover content in the meeting).

(If there is no evidence of work being done, flag this as a concern on ManageBac and inform Steven Spence and Helen Jones)



2. **Significance and Methodology:**

The student should be able to answer this question:

Why is the EE question worth studying?

This should lead to evaluation of sources the student has already accessed, and an understanding of where their research question sits within their overall topic.

The student should also be able to explain their research methodology:

- What are their main ideas?
- Explain the different elements they have discovered from their research and where they have found them:
Books, articles - how did they decide which ones to use? Evaluate the differences and impact of primary and secondary sources used
- How is the student deciding which sources to study in detail?
- How did the student decide on the structure and content of their essay?

When students write their significance and methodology, they must link what they say to the sources they have used. This shows that they are using their research thoughtfully and shows the examiner that they are documenting their methodology.

Expectation for next meeting:

- Outline of essay plan
- Research largely completed

May: Second formal check-in Reflection #2 on ManageBac

1. **Review EE progress and work done so far**

- Review research done so far – check through notes and working bibliography
- Research should be largely completed by now
- Students should be able to show a working essay plan – discuss to confirm ideas
- Significance and methodology should be written up in draft form
- Check with student that they are still answering their EE research question (sometimes by this point, the essay shifts away from the original RQ – if it needs to be adapted to fit the research, please do so).
- Write up outline on ManageBac of what was covered at the meeting. (It's easiest to do this at the meeting itself – type up notes as you cover content in the meeting).

(If there is no evidence of work being done, flag this as a concern on ManageBac and inform Steven Spence and Helen Jones)

2. **Reflection #2 due on ManageBac (about 150 – 200 words):**

- How (and why) have you refined your research question?
- What have you discovered so far?

- Problems encountered and how you plan to solve them
- How the focus has developed since you started - has your research surprised you?
- Reflect on what it was like to begin researching for your essay - what have you found difficult?
- Reflect on how you are discovering information - what have you found out and what are the problems/limitations?

June: 2000-2500 words due

1. Review written work done so far

- Students should have at least 2000 words written
- Flag concerns on ManageBac
- Document interaction with students on ManageBac
- Review essay plan and timeline for completion
- Supervisors should post a brief outline of the meeting on ManageBac

Do not give detailed feedback on the work completed so far (supervisors are only permitted to give feedback once, so it's better to wait until the draft is complete), but please look it over to make sure the student is on the right track and has not submitted a copy-and-paste of sources just to try and meet the word count.

(If there is no evidence of work being done, flag this as a concern on ManageBac and inform Steven Spence and Helen Jones)

2. Draft requirements

- 4000 word draft due first day back in Year 12 – submitted via ManageBac calendar dropbox
- Review formatting and presentation requirements
- Citations must be in MLA format
- Works cited list must be included (for all sources; text, image and video)

- Remind students that their draft essay will be checked through Turnitin – any instances of plagiarism and lack of academic integrity will result in their EE being rejected and they will be removed from the IB diploma.

August: 4000 words due (EE draft)

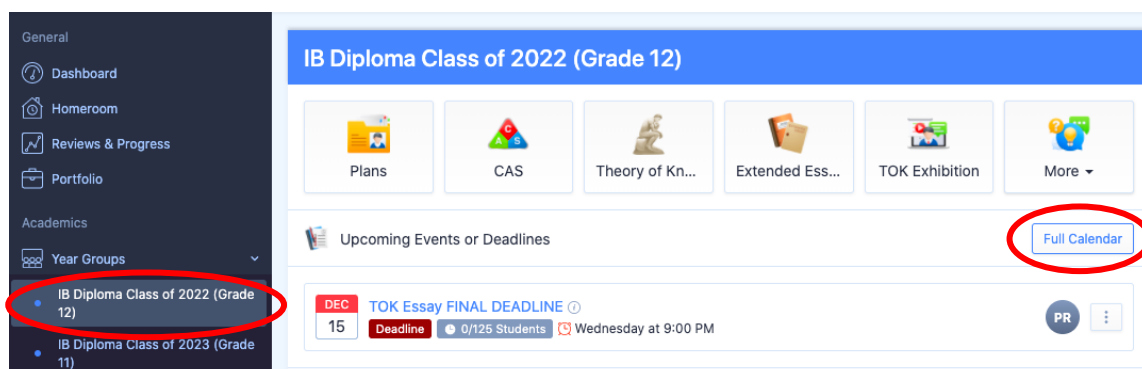
September: Written feedback given; draft revised

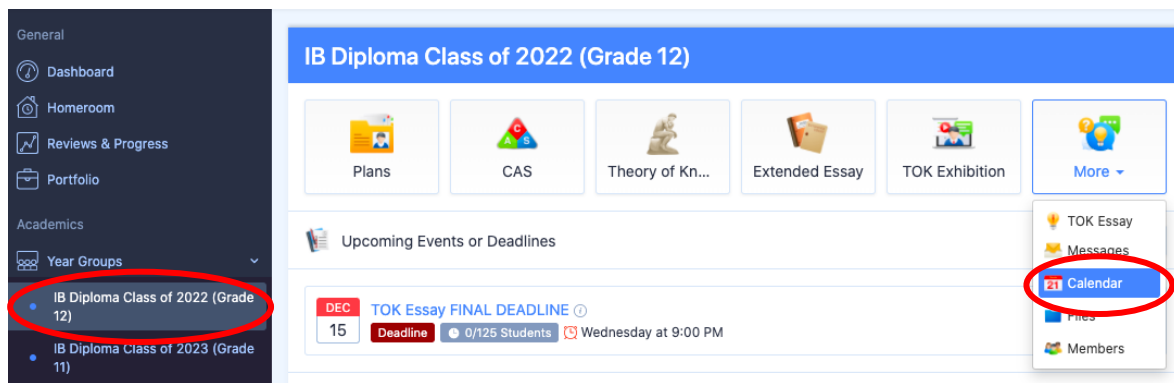
1. Read and give feedback on the EE draft

- Aim to provide feedback within 2 weeks of receiving the draft
- EE draft is available on ManageBac and accessible via the calendar
- Check the Turnitin score to determine issues of academic malpractice
- Meet the student to go through feedback and set targets for EE completion
- Make sure all identifiers are removed from the essay
- The draft should include a correctly-formatted works cited list
- The argument should be logical, coherent and written in the student's voice

The draft is submitted by students into a dropbox via the ManageBac calendar:

1. Open ManageBac and click on the Grade 12 cohort in the side menu
2. Click on the “Full Calendar” button. (It is also accessible under the “More” button:

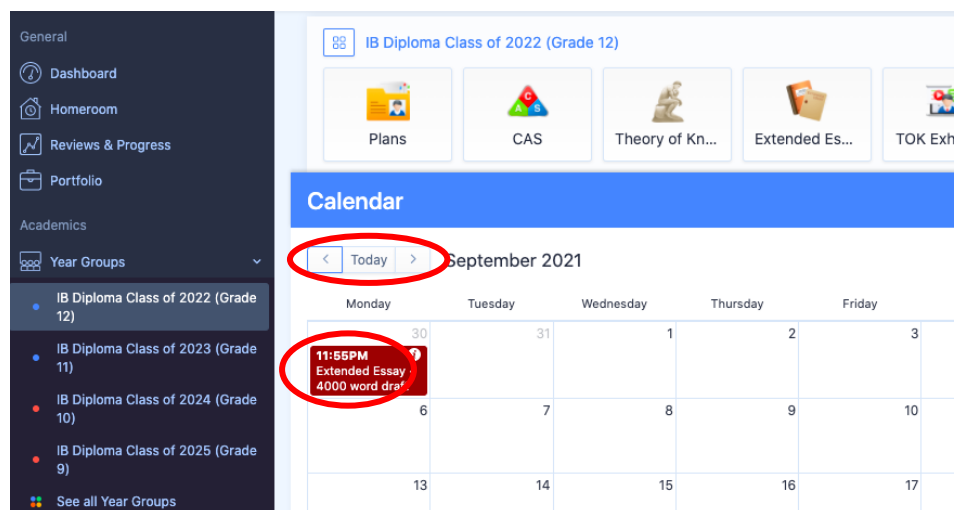




- Use the arrow buttons to navigate through the calendar.

The EE dropbox will be marked on the due dates for draft and final copy.

Click on the coloured dropbox block to open it and view the list of EE submissions.



- Click on the EE filename to download a copy of the document. The Turnitin similarity score is marked in the final column. Click on this number to view the Turnitin report for the relevant EE.

Status	Student	File(s)	Turnitin
EARLY	GA Arduino, Gian Matteo 艾君	Extended_Essay_Matteo_Arduino.docx	15%
LATE	MC Cai, Michelle (Ming Xuan 蔡茗喧)	Michelle_Cai_Extended_Essay_First_Dr...	6%
EARLY	Chen, Cici (Yi Nuo 陈羿诺)	_Chen_Cici_business_EE.docx	13%
EARLY	JC Chen, Joey (Yuan Zhou 陈远舟)	History_EE.docx	11%
EARLY	MC Chen, Miller (Yi Ming 陈奕名)	Extendedessay_MillerChen_Firstdraft.docx	7%
LATE	TC Chen, Tony (Jiancong 陈健聰)	Economics_EE_-_house_property_price_i...	13%
EARLY AND LATE	VC Chen, Vicky (Zhu 陈竹)	Extended_Essay_First_Draft.pdf	14%
		Extended_Essay_First_Draft.docx	13%
EARLY	AC Cheng, Andy (Fei Yang 成飞扬)	Andy_-_EE_Draft_1.docx	28%
EARLY	DD Deng, David (Zheng Xuan 邓正铨)	EE_David_Deng.docx	14%

- The Turnitin report looks like this:
 - It has a side menu down the right-hand side of the document.

- Click on the grey downward arrow to download a copy of the report
- Click on the number in the red box to view the similarity report detail

The screenshot shows the Feedback Studio interface. The main document area displays the text: "Comparing two different training methods with their effects on distance covered in game for football". The sidebar on the right shows a "Match Overview" panel with a large "15%" similarity score. Below the score is a list of 8 matches, each with a rank, source, and similarity percentage. A red box highlights the number "15" in the sidebar, and a red circle highlights the download icon (a downward arrow) in the sidebar.

Rank	Source	Similarity
1	&NA;; . "Abst D-FreeCo... Publication	1%
2	www.footballscience.net Internet Source	1%
3	Submitted to Cupertino... Student Paper	1%
4	awesomefitnessscienc... Internet Source	1%
5	Submitted to Loras Coll... Student Paper	1%
6	brage.bibsys.no Internet Source	1%
7	Submitted to Loughbor... Student Paper	1%
8	thickexercisemats.wor... Internet Source	1%

Flag these concerns immediately:

- No draft
- Poor quality
- Incomplete
- Minimal content
- Poor formatting
- Change in research question
- Change in content from agreed essay plan

How to give feedback:

Try to give as much help as you can, without doing the work for the student.

- ⇒ Written notes on the draft document are best (if you have an iPad, do it this way)
- ⇒ You cannot correct spelling, grammar, sentence structure or writing style
- ⇒ You cannot edit or make detailed annotations on the text of the essay
- ⇒ You can ask questions and lead students to think about clarity in a particular paragraph (and you can do this throughout the essay)
- ⇒ You can point out sections where the argument is unclear
- ⇒ You can point out that findings/data are unreliable and question their accuracy
- ⇒ You can suggest changes to essay flow and structure

	0	1-2	3-4	5-6	6
Research question range of sources used throughout the essay	Does not reach required standard	Unclear Incomplete Limited	Adequate Partially appropriate Partially focused Methodology mostly complete	Accurate Effective Clear Focused Method complete	
	0	1-2	3-4	5-6	6
Source material sources concepts	Does not reach required standard	Limited relevance Anecdotal Unstructured Unclear Inaccurate	Mostly relevant Clear knowledge Partially effective Understanding Mostly accurate	Appropriate Relevant Coherent Accurate Consistent	
	1-3	4-6	7-9	10-12	12
Question to research question	Limited Not clearly relevant Inconsistent Incoherent Superficial	Adequate Partially relevant Partially supported Partial explanation Partial evaluation	Relevant (Inconsistencies) Effective Evaluated Structured	Effective Supported Focused Coherent Critical evaluation	
	0	1-2	3-4		4
Consistent throughout)	Does not reach required standard	Generally appropriate Acceptable Some inaccuracies	Appropriate Correct		
Visible to the reader					
	0	1-2	3-4	5-6	6
in research process	Does not reach required standard	Limited Descriptive	Good Analytical Skill development Some initiative	Excellent Evaluative Considered Authentic	
MARKS:					34

C	B	A
14-20	21-26	27-34

October: Final EE due
Viva voce
Supervisor comments and grade
Reflection #3 on ManageBac

Revised FINAL draft due

(This is submitted by students into a dropbox via the ManageBac calendar.)

Viva voce

The viva voce is the final part of the EE process.

Please also use the viva voce to check and confirm the final copy uploaded to ManageBac is the correct EE version, and that the formatting is correct (see check-list on the next page).

The viva voce is a conversation between student and supervisor, reflecting on the EE as a whole:

- 20-30 minutes duration
- Celebration at the end of the essay process;
- Draws out what students have learned from this process about themselves;
- How their views changed as they did more research;
- What questions are yet to be unanswered;
- The significance of what their research and completed EE revealed.

Suggested viva voce discussion points:

1. How reliable are your sources and where did you find them?
2. How did your Research Question change from your initial ideas?
3. What are the strengths and shortcomings of your research methods?
4. What have you learned from the EE process about yourself?
5. How have your views changed as you did more research?
6. How did you go about completing your research?
7. Are there unanswered areas in your essay or areas for further development?
8. What have been the high and low points of the research and writing processes?
9. Is there any advice you would want to pass on to someone just starting out on an extended essay?
10. How successful was the time management of your essay?

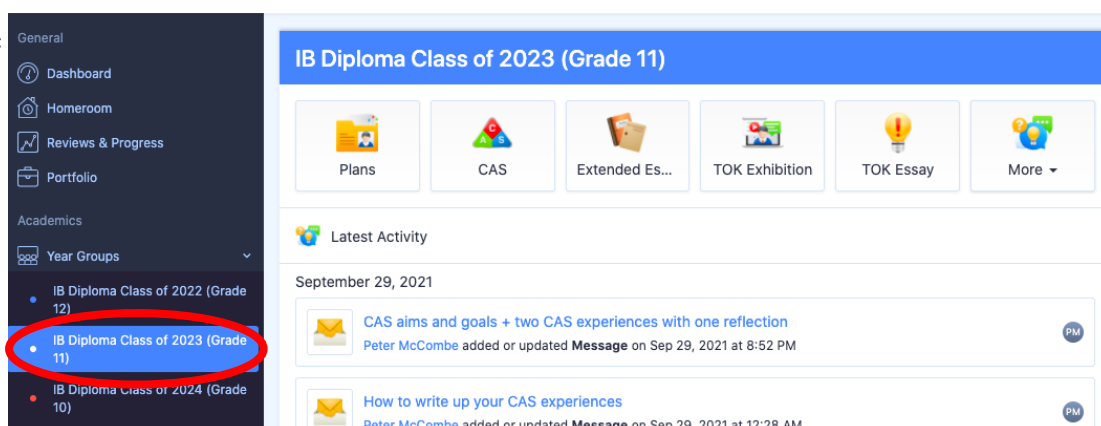
Supervisor comments and grading

Supervisors are required to add comments into ManageBac. These comments are not intended to influence the examiner in any way but are designed to explain the engagement of the student with the EE and provide an overview of the viva voce discussion.

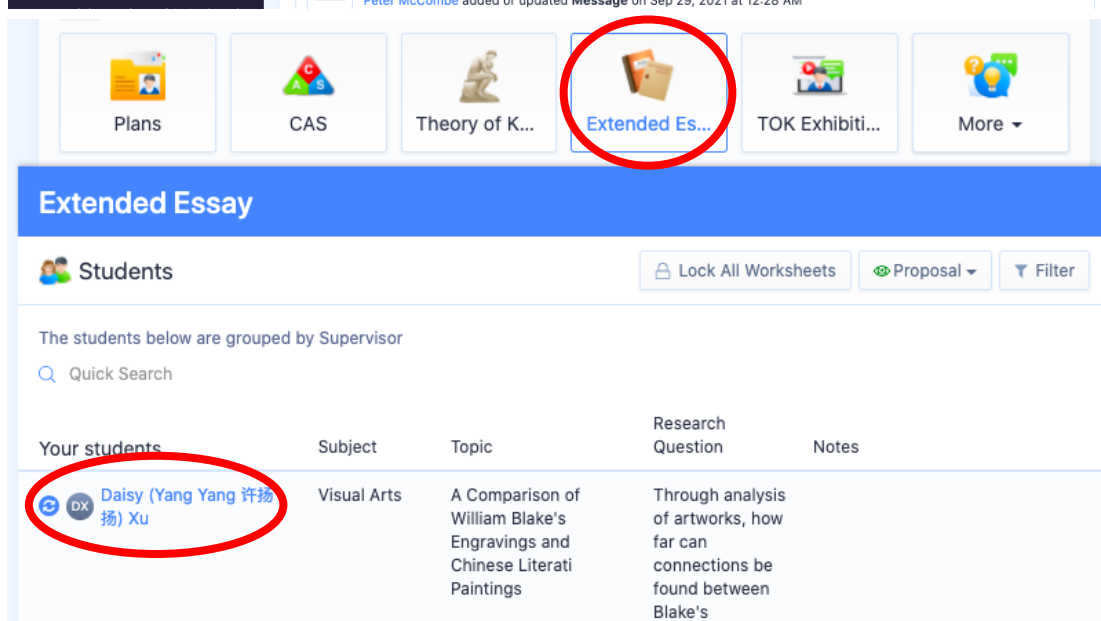
Make notes during the viva voce and add to ManageBac so both supervisor and student have a record of what was discussed that can be referred to for EE reflection #3 and supervisor comments.

This is where to add supervisor meeting notes in ManageBac:

1. Open ManageBac and select the year group for your EE students.



2. Click on the Extended Essay button at the top of the screen, then select the student you are meeting with.



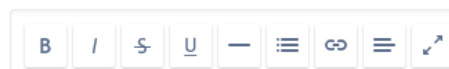
3. You should be automatically directed to the "Worksheet" tab for the EE.



4. Scroll down to the bottom of the page – you can type in your notes here.

Remember to click on “Post Note” – do not move off this page until you have clicked this button or you will lose all your notes!

Notes & Interviews



☐ Record as Interview Note

November 5, 2021

Your note will be automatically delivered via e-mail.

Post Note

This is where reflection #3 goes in ManageBac:

1. Open ManageBac and click on “Year Groups” in the left-hand menu.

ykps.managebac.cn/teacher

2. Click on the year group for your EE students.

3. Click on the Extended Essay tab

4. Click on the student you are meeting with

5. This brings you to their EE worksheet page.

The screenshot displays the ManageBac interface for a teacher. The left sidebar contains a menu with 'Year Groups' highlighted. The main content area shows the 'IB Diploma Class of 2023 (Grade 11)' dashboard. The 'Extended Essay' tab is selected, showing a list of students. The student 'Dana (Han 包涵) Bao' is highlighted. The bottom section shows the 'Extended Essay' worksheet for Dana, with tabs for 'Worksheet', 'Researcher's Refle...', 'Assessment', and 'Planning and Progr...'.

6. Click on the “Planning and Progress” tab.
Reflection goes here.

Make sure to click on “Save Changes” (at the bottom of the screen) to save the work.

Dana (Han 包涵) Bao

Worksheet Researcher's Refle... Assessment **Planning and Progr...**

Student

This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

First Reflection session

Reflection #3 on ManageBac (approx. 150 words)

Students should use the ideas that surface during the viva voce to inform their third reflection. They should write about their final thoughts on the EE process, achievements and challenges:

- What refinements did you make to your research? Why?
- Reaction to the insights you have learned
- Evaluate the decisions made during the research process
- Strengths and shortcomings of your research methods
- Suggest how you could improve your EE approach
- Can you give examples of intellectual initiative? (thinking for yourself and coming up with creative research solutions)
- Make sure this is YOUR voice (not just repeating what your supervisor has said)

Avoid any identifiers! (So check that students don't include the name of our school or supervisor in their reflections).

This is where to add supervisor comments notes in ManageBac:

1. Open ManageBac and select the year group for your EE students (in left-hand menu)
2. Click on the Extended Essay button at the top of the screen, then select the relevant student.
3. Click on the “Planning and Progress” tab and scroll to the bottom of the screen.
Supervisor comments go in the box below the three student reflections.
Make sure to click on “Save Changes” (at the bottom of the screen) to save your comments.
4. Add the number of hours you have supervised the student (**MAXIMUM: 5**)

IB Diploma Class of 2023 (Grade 11) > Extended Essay

Plans CAS **Extended Essay** TOK Exhibition TOK Essay Messages Calendar More

Dana (Han 包涵) Bao

Worksheet Researcher's Reflection Space Assessment **Planning and Progress Form**

Student

This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

First Reflection session

Date
November 30, 2021

☐ Lock

Interim Reflection

Date
November 30, 2021

☐ Lock

Final Reflection - viva voce

Date
November 30, 2021

☐ Lock

The recommended length of all students fields is 500 words. 500 available.

Example of supervisor comments:

Make sure all comments are anonymised, so name of supervisor, candidate and school are not included.

The candidate engaged well with the Extended Essay throughout the process. She began with an initial interest and familiarity with Chinese painting, and ideas about how to develop this further. The candidate clearly enjoyed researching Chinese painting, and was able to use primary sources as well as her own experience of learning how to paint with brush and ink. Making connections outside of her own cultural sphere is a challenge that the candidate was keen to meet, and she spoke in the viva voce about how western art history approaches do not fit comfortably with the traditions and attitudes of Chinese painting. This in itself is an interesting reflection and led to a thoughtful conversation about how language and culture impact expression of ideas. Not surprisingly, the candidate found some challenges with reading sources in Chinese and needing to translate them into English before she could refine her research notes into a draft essay format. The candidate met deadlines throughout the process and was actively engaged in the Extended Essay, selecting a topic that has particular personal resonance and genuinely enjoying both the research and the writing of her essay. She provided research notes throughout the development of her Extended Essay, building on feedback and discussions from each check-in meeting. The candidate has worked in her second language and has respected the academic expectations of the assignment at all times.

The candidate engaged well with the Extended Essay throughout the process, coming prepared to meetings and able to talk through her notes and research at each stage. She began with an initial interest and familiarity with the Chinese Double Eleven shopping festival work through her own direct observations and experience of living in Shanghai and witnessing the advertising and online shopping phenomenon first-hand. This led to her making connections between her own experience and her IB Economics study, and then onto wider implications to do with green business initiatives and sustainability of both an economics process and the physical commodities traded within this sphere. During the viva voce, the candidate spoke about how time-consuming it had been to read many supporting texts in Chinese and then translate them into English (either literally or through inferred meaning), and the challenges this posed for creating accurate citations. She also mentioned challenges connected with finding different perspectives connected with evidence for poverty alleviation – the documents she could find were all government-sponsored reports so tended to have the same voice and argument. Working in her second language, the candidate demonstrated determination to communicate her argument and a genuine passion for her chosen topic. She worked at a good pace throughout the process, organising her time well, responding to feedback, actively engaging in discussion on her work and determined to produce a coherent piece of work.

This is how to use the EE rubric and add a grade for the EE in ManageBac:

1. Open ManageBac and select the year group for your EE student.
2. Click on the Extended Essay tab.
3. Click on the student's name to go to their EE section.

The screenshot shows the ManageBac interface. On the left, the 'Year Groups' menu is open, and 'IB Diploma Class of 2022 (Grade 12)' is selected. In the main area, the 'Extended Essay' tab is highlighted with a red circle. Below this, a table lists students. The student 'Daisy (Yang Yang 许扬扬) Xu' is highlighted with a red circle. The table has columns for 'Your students', 'Subject', 'Topic', 'Research Question', and 'Notes'.

Your students	Subject	Topic	Research Question	Notes
Daisy (Yang Yang 许扬扬) Xu	Visual Arts	A Comparison of William Blake's Engravings and Chinese Literati Paintings	Through analysis of artworks, how far can connections be found between	

4. Click on the "Assessment" tab.

The screenshot shows the student's Extended Essay page for 'Daisy (Yang Yang 许扬扬) Xu'. The 'Assessment' tab is highlighted with a red circle. Below the tabs, there is a section for the 'Extended Essay' with a progress bar and a status message: 'This project is complete and cannot be modified.'.

5. Click on the relevant boxes for each criterion in the EE rubric.

The screenshot shows the EE rubric for the student 'Daisy (Yang Yang 许扬扬) Xu'. The 'Assessment' tab is selected. The rubric is organized into columns for different criteria, with the final column (4) highlighted in green. The rubric includes a table with columns for '0', '1', '2', '3', and '4'.

0	1	2	3	4
The work does not reach a standard outlined by the descriptors below.	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.	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.	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.	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.

6. Scroll down to find the grade descriptors for each criterion – it will look a bit like this:

Daisy (Yang Yang 许杨杨) Xu						
Worksheet		Researcher's Reflection Space		RUBRIC		Planning and Progress Form
Assessment						
A: Focus and method						
0	1	2	3	4	5	6
The work does not reach a standard outlined by the descriptors below.	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.	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.	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 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 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.	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 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 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.	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.	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	1	2	3	4	5	6
The work does not reach a standard outlined by the descriptors below.	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/issue is unclear and/or misunderstood 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.	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/issue is unclear and/or misunderstood 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.	Knowledge and understanding is good. The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline/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.	Knowledge and understanding is good. The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline/issue is clear; there is an understanding of the sources used but their application is only partially effective. Use of terminology and concepts is good. 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.	Knowledge and understanding is excellent. The selection of source material is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline/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.	Knowledge and understanding is excellent. The selection of source material is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline/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	1	2	3	4	5	6
The work does not reach a standard outlined by the descriptors below.	The research is limited. The research presented is limited and its application is not clearly relevant to the research question. Analysis is limited. 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 inconsistent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the argument/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.	The research is limited. The research presented is limited and its application is not clearly relevant to the research question. Analysis is limited. 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 inconsistent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the argument/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.	The research is limited. The research presented is limited and its application is not clearly relevant to the research question. Analysis is limited. 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 inconsistent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the argument/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.	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 argument/evidence presented. The research has been evaluated but not critically.	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 argument/evidence presented. The research has been evaluated but not critically.	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 analysed 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 effectively 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. The research has been evaluated, and this is partly critical.
7	8	9	10	11	12	
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 analysed 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. The research has been evaluated, and this is partly critical.	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 analysed 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. The research has been evaluated, and this is partly critical.	The research is excellent. The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. The research is analysed 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 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 evaluated, and this is fully critical.	The research is excellent. The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. The research is analysed 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 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 evaluated, and this is fully critical.	The research is excellent. The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. The research is analysed 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 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 evaluated, and this is fully critical.	The research is excellent. The research is appropriate to the research question and its application is consistently relevant. Analysis is excellent. The research is analysed 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 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 evaluated, and this is fully critical.	

7. At the bottom of the page, click to select the grade you want to assign to this essay. The total mark should be added automatically by ManageBac for you.

Grade

A

B

C

D

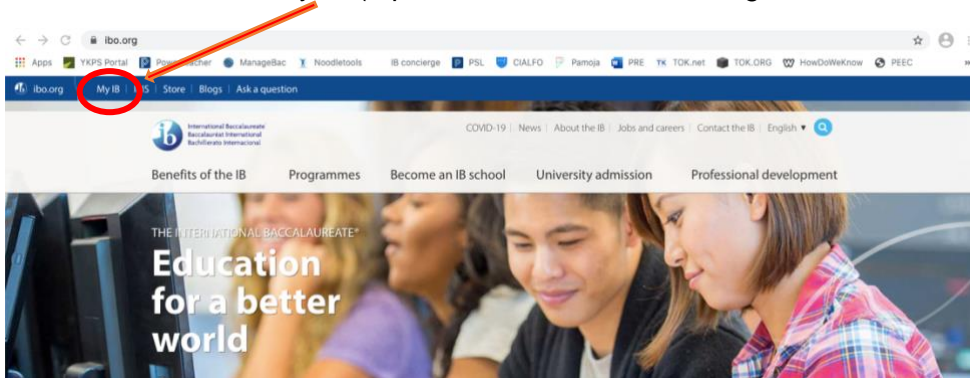
E

Total: 23

Locating EE resources via MyIB:

1. Go to www.ibo.org

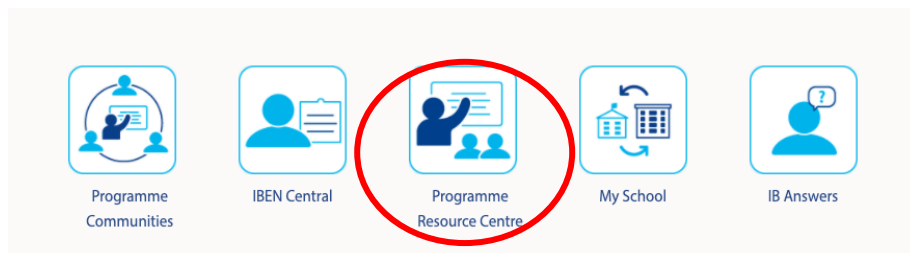
Then click on My IB (top left on the dark blue background near the top of the screen).



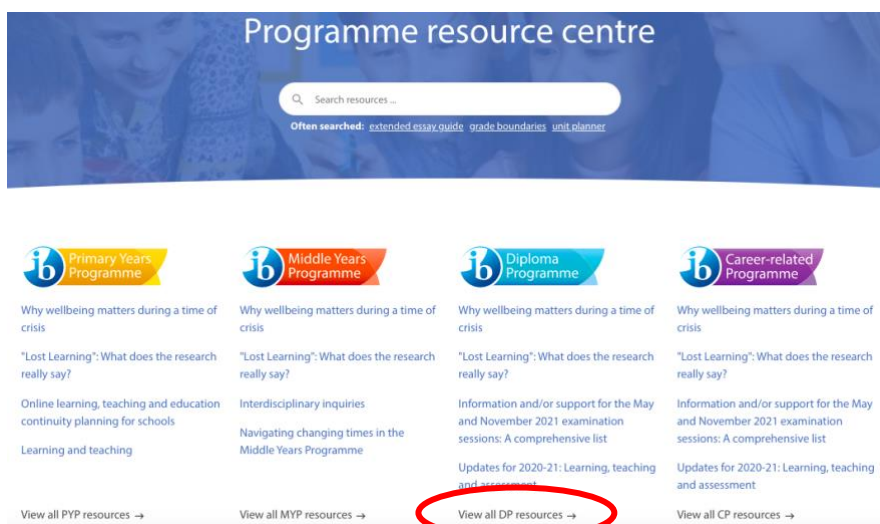
2. Fill in your login information for My IB:

A screenshot of the 'My IB Login' page. It includes a header with navigation links, an 'Important Note' about security, and a login form with fields for 'Username' and 'Password'. There is a 'Login' button and links for 'Forgot Your Password?' and 'New User?'.

3. Click on “Programme Resource Centre”



4. Click on “View all DP resources”



5. Scroll down until you see **“Core”** listed on the left-hand side.
Then click **“Extended essay first (assessment 2018)”**

The arts	Dance	Music (first assessment 2011)
	Film	Theatre
	Literature and performance	Visual arts
	Music (first assessment 2022)	
Core	Creativity, activity, service	Theory of knowledge (first assessment 2022)
	Extended essay (first assessment 2018)	Theory of knowledge (first assessment 2015)

6. This brings you to all the EE information available.
Click on **“Extended essay guide (first assessment 2018)”**

Teaching material

Guide Extended essay guide (first assessment 2018)	Support material Managing Sciences and Geography Extended Essays without lab work or fieldwork - PDF Extended essay teacher support material (first assessment 2018) Extended essay assessed student work (first assessment 2018) Role of the librarian (video) Reflection Process: Initial and interim sessions (video) Reflection Process: The Viva Voce (video) Diploma Programme Approaches to teaching and learning website (February 2015) - PDF	Curriculum review DP extended essay: First report to educators (September 2019) - PDF
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7. Click on **“Extended essay guide (first assessment 2018)”**

ibo.org | My IB | IBIS | Store | IB Answers | Blogs

Home / DP resources / Extended essay (first assessment 2018)

Extended essay guide (first assessment 2018)

add to My Resources

Extended essay guide (first assessment 2018)

HTML

8. There is **A LOT** of information here. The most useful are the Guide and the Subject-specific guidance.

Guide	In practice	Assessment
Introduction Overview of the extended essay Supporting the extended essay Introducing students to the extended essay The research and writing process Assessment Subject-specific guidance Download PDF	Teacher support material Subject-specific guidance Videos Reflections on planning and progress form	Assessed student work

