

Weber High School



Extended Essay Handbook

The International Baccalaureate
Diploma Programme

For students graduating in 2020 and thereafter



Table of Contents

Welcome Letter	2
Weber High Mission Statement	3
IB Learner Profile	4
What is the Extended Essay?	5
EE Objectives and Assessment	6
Grade Descriptors	9
Diploma Points Matrix	10
Student Responsibilities	11
Extended Essay Supervisors	12
Student Deadlines	13
EE Contract	15
Works Cited	17

Welcome Letter

Congratulations on your decision to embark on the Weber High International Baccalaureate journey! We are very proud to offer this program to our students, and we are glad that you have committed to the IB tradition of excellence.

One of the core components of the IB program is the Extended Essay (EE) requirement. You may have heard that the extended essay is the most difficult part of the IB program. I will be honest, the extended essay is work, but it is very easy to do well on it if you break it down into manageable tasks. The IB Program has designed the EE to give students the chance to show that they are authentic, independent learners who take ownership of their education. This experience will prepare you for academic writing in your future.

Weber High School and your supervisor will support you, but the responsibility for the EE is yours. As coordinator I will be teaching you some skills that will help you on this journey. Some simple tips are to be organized; make sure you know what deadlines are coming up, and what to do to meet them. Be honest; if you are having trouble, come and ask for help. Be diligent; this essay will not write itself, but above all don't panic.

In summary, have fun, be inquisitive, work efficiently, establish a good working relationship with your EE faculty supervisor, and keep an eye on those deadlines! As always, if you need assistance don't hesitate to contact me.

Good Luck,

Mrs. Nancy Champi
Extended Essay Coordinator
Weber High School
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Weber High Mission Statement

Weber High School will establish a supportive learning community, which fosters creativity, encourages curiosity, and promotes critical thinking. Weber will create a challenging learning environment that encourages effective communication, life-long learning, and compassion that prepares students to serve in a global community.



IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is the Extended Essay?

The extended essay or EE is a core element of the IB program along with TOK and CAS. The EE is an in-depth research paper focused on answering a question from a topic chosen from the list of approved DP subjects. Weber High School students will choose from one of their six IB subjects or a subject that has been pre-approved by the Extended Essay Coordinator (examples of subjects that must be approved: Psychology, Economics, Music, etc). The EE is a required component of the diploma program, and is intended to promote high-level research and writing skills, intellectual discovery, and creativity. The grade you are awarded, by an external moderator, in combination with your TOK mark can contribute up to three points to the total score of the IB diploma (student must pass the EE in order to qualify for an IB diploma). IB expects that you complete the EE independently, although you will be provided class time in your two-year TOK class for research and writing. Your completed essay will be a formal paper with approximately 4000 words. This process is intended to take approximately 40 hours of work and will conclude with a short reflective interview with your EE Supervisor.

Extended
Essay



Extended Essay Objectives and Assessment

Overview of the 5 criteria that will be assessed:

Criterion	A: Focus and Method	B: Knowledge and Understanding	C: Critical Thinking	D: Presentation	E: Engagement
	Topic Research question Methodology	Context Subject-specific terminology and concepts	Research Analysis Discussion and evaluation	Structure Layout	Process Research focus
Points	6	6	12	4	6

Criterion A: Focus and Method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness.
 - How well does the research paper identify and communicate the chosen topic?
2. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question.
 - Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task?
 - Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area?
 - Is the focus of the research question maintained throughout the essay?
3. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.
 - Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit?
4. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. There is no consideration of the research question as such.

Criterion B: Knowledge and Understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

1. The research question being investigated is put into the context of the subject/discipline/issue.
 - Demonstration of the appropriate and relevant selection and application of the sources is identified.
2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology.
 - The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed.
3. Sources/methods are assessed here in terms of their appropriateness to the research question.

Criterion C: Critical Thinking

This criterion assesses the extent to which critical thinking skills have been used to analyze and evaluate the research undertaken.

1. The selection and application of the research presented is relevant and appropriate to the research question.
2. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented.
3. The analysis of the research is effective and focused on the research question.
4. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question.
5. There is a critical evaluation of the arguments presented in the essay.
6. Unlikely or unexpected outcomes can also demonstrate critical thinking.

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

1. **Structure:** the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted
2. **Layout:** there are six required elements of the extended essay:
 1. Title page
 2. Contents page
 3. Introduction
 4. Body of the essay
 5. Conclusion
 6. References and works cited

* If the essay exceeds 4,000 words, examiners should not read or assess beyond the maximum 4,000-word limit. Students who exceed the word limit will compromise the assessment of their extended essay across all criteria. Only the Introduction, Main body, and Conclusion count towards the 4,000 word limit.

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's *Reflections on planning and progress form*.

1. **Engagement with the process:** the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices.
2. **Engagement with their research focus:** an insight into the student's thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student's engagement reflected?

Grade Descriptors

Grade	A	B	C	D	E
Descriptor	Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking	Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.	Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.	Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.	Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.
Standard	Excellent	Good	Satisfactory	Mediocre	Elementary
Points*	To be determined	To be determined	To be determined	To be determined	To be determined

*Grade descriptors are listed, but points will not be decided until after samples are submitted for the new Extended Essay Guidebook for the graduating class of 2019.

Student Responsibilities

Students must:

- Choose a subject from one the IB DP courses offered OR get approval from the Extended Essay Coordinator
- Observe all regulations to the student essay
 - the use of 12-point, readable font
 - double spacing
 - page numbering
 - no candidate or school name on the title page or page headers.
- Meet all deadlines
- Acknowledge all sources of information in an approved academic manner (MLA)
- Follow all guidelines in the Weber High Academic Honesty Policy

It is strongly recommended that students:

- Start work early
- Think very carefully about their research question
- Plan how, when, and where they will find their research material
- Plan a schedule for research and writing (build in extra days for delays and other problems)
- Record sources as you use them
- Have a clear structure for your essay before you begin writing
- Check and proofread the final version carefully
- Make sure all basic requirements are met
- Use appropriate language
- Let your interest and enthusiasm for the subject show

Students should avoid:

- Choosing a research question that is too vague, too broad, too narrow, or inappropriate
- Ignoring assessment criteria
- Plagiarism
- Repeating the introduction in the conclusion
- Citing sources that were not used

Extended Essay Supervisors:

The extended essay coordinator will try to match individual students with staff supervisors, taking into account any discussions you have already had with individual staff members and the teachers' individual areas of expertise. To be fair to the staff, who will be giving up their free time to do this, no teacher is expected to supervise more than 3 students. Students who wish to be assigned to a specific teacher, should hand in their forms as early as possible and should not begin in depth research until their choice has been confirmed. Any student who hands in their form late or who wants to change their subject area may find that their preferences cannot be accommodated.

The extended essay coordinator will assign supervisors as soon as possible and you should arrange a meeting in December or very early January to formulate a precise question. During this time you should read at least 2 general books or textbooks, in order to establish the context of your study and identify potential lines of questioning. Your aim should be that by December you have a fairly clear idea of the line of inquiry you want to pursue and your meeting with your supervisor should allow you to formulate a precise question and discuss the next stage of research.

Remember, this is your research question and you should have ideas to discuss – if you come to the meeting unprepared, your supervisor will send you away and ask you to reschedule. This will delay you and put you under more pressure later in the research process.

Student Deadlines:

<u>Date</u>	<u>What</u>	<u>Submit to</u>
September 2018	Extended Essays Introduced during FLEX	
October 1, 2018	Select Subject Area and topic to research	Mrs. Champi
October 5, 2018	Library research: 4 sources/2 column notes	Mrs. Champi
November 12, 2018	Approval of Subject and Topic Commitment Form Signed	Mrs. Champi
November 16, 2018	Supervisor/student assignments	Mrs. Champi
November 20, 2018	Supervisors announced to students	Mrs. Champi
November 28, 2018	First informal meeting with supervisor/mentor	Supervisor
December 3, 2018	Library research: 6 sources/2 column notes	Mrs. Champi
January 15, 2019	Submit EE Research Question	Supervisor
March 6, 2019	First formal meeting with supervisor/mentor. 4 sources/2 column notes + 4 page Outline (Outline to include research question, outline of body and works cited page) or Preliminary Design Plan (for Sciences)	Supervisor

May 21, 2019	Informal meeting with supervisor/mentor to discuss summer plans	Supervisor
September 18, 2019	Second formal meeting with supervisor/mentor. Working draft should be completed.	Supervisor
October 1, 2019	Rough draft submitted for peer review during flex.	Mrs. Champi
November 12, 2019	2 paper copies of completed extended essay before the end of the school day Draft will be submitted to plagiarism checking website.	Mrs. Champi
November 19, 2019	Meeting with supervisor to discuss EE; review plagiarism findings	Supervisor
November 26, 2019	Interim Reflection due (RPPF)	
November 26, 2019 – January 14, 2020	Time for revisions, if needed	
January 15, 2020	Final Draft Copy due in both a hard copy and digital copy	Mrs. Champi
January 31, 2020	Final Reflective Interview - Viva Voce	Supervisor
February 15, 2020	Extended essay uploaded to the IBO Candidate website Supervisor uploads the completed RPPF form to IBIS; submits predicted grade to coordinator	

EE Contract

Student

I understand that I have the right to:

- Have clear guidelines about the formal presentation of the EE and marking criteria from the EE coordinator & supervisor
- Receive guidance and support during the research process from the EE coordinator & my supervisor
- Receive subject specific advice from my supervisor
- Receive comments on my draft essay (but I also understand my supervisor is NOT allowed to correct or edit my work)

I understand that I also have the responsibility to:

- Make & keep appointments with my supervisor
- Attend briefing sessions during my TOK class arranged by the EE coordinator
- Keep to deadlines
- Work steadily throughout the period
- Consult my supervisor or EE coordinator as soon as I realize I have a problem
- Check all grammar, punctuation, spelling etc (DON'T rely on the spellchecker)
- Spend about 40 hours in total on this work.

Signed _____ Date _____

Parent/ Guardian

I understand that:

- The student is expected to spend about 40 hours on this work, which is not timetabled
- The student is expected to meet all deadlines
- The student will need to consult academic works and may need to go to public or university libraries or conduct fieldwork etc in their own time

Signed _____ Date _____

Supervisor

I agree to supervise this student and:

- Be accessible for consultation (this is expected to be a total of about 3 - 4 hours)
- Provide subject specific guidance
- Comment upon 1 final draft version of the essay
- Conduct a final interview.

Signed _____ Date _____

EE coordinator

I agree to coordinate the supervision and final submission of the IB Extended Essay for this candidate and:

- Provide details of the requirements for formal presentation
- Support students in the acquisition of research and study skills (along with the TOK teacher)
- Allocate a supervisor
- Be available for consultation if problems arise
- Provide the supervisor with subject specific criteria and exemplar material if available

Signed _____ Date _____

Works Cited

IB Extended Essay Guide 2013

IBO Extended Essay Website 2018