

Class of 2024 IB Extended Essay Supervisor and Student Handbook

Parkland Magnet High School

EE Coordinator/MYP Coordinator

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Head of School

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EE Supervisors:

Thank you for your willingness to be an EE Supervisor!

Please use this as a guide to help you with the supervision process. If you need additional support please don't hesitate to contact the EE Coordinator (Ms. Pidgeon) or the IB DP Coordinator (Ms. Powers).

Supervisor Responsibilities

(these guidelines were taken from www.ibo.org)

Approximate time required by EE Supervisor per student:

- 3-5 hours with each student working on the EE
- 1 hour reading and commenting on EE draft
- 1 hour providing a written report to the IB Coordinator
- 1-2 hours participating in voluntary IB events

It is required that the Supervisor:

- Is familiar with the subject guide governing the extended essay and the assessment criteria
- Discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- Ensures that the chosen research question is appropriate for the subject
- Spends between three and five hours with each student, including the time spent on the three mandatory reflection sessions, including the final viva voce
- Advises students on:
 - Access to appropriate resources (such as people, a library, a laboratory, databases)
 - Techniques of information -/evidence-/data-gathering and analysis
 - Documenting sources
 - Formatting the essay
 - Writing the reflective statements after each mandatory reflection session
 - Conducts a short, concluding interview (viva voce) with the student before completing the supervisor's report
- Reads and comments on the ONE complete draft only of the extended essay (but does not edit the draft)
- Offers guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity
- Ensures the candidate submits a reflective statement after each of the three required reflection sessions and uses the reflections to help complete the supervisor's report
- Submits a predicted grade for the student's extended essay to the IB Coordinator and on Managebac
- Completes the supervisor's report (then submits completed forms to the IB EE Coordinator)
- Provides an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances
- Writes a report and presents it to the school's IB Coordinator if malpractice, such as plagiarism, is suspected in the final draft

The student may work or consult external sources, but it remains the responsibility of the supervisor within the school to complete all the requirements described above.

IB Students:

Timeline

(Below is the timeline the EE student should follow to remain on track, this is an FYI for the EE Supervisor, the EE Coordinator will ensure this timeline is followed by the student)

December 2022

The IB Coordinator and EE Advisor will give a presentation on the nature of the Extended Essay and expectations. Students will then select a possible subject area/field of study that they are considering for their research. Students will complete a Google Survey requesting their topic and a faculty supervisor.

January-February 2023

Teachers in DP Courses will each present an EE exemplar in their subject area. Students will read and score the exemplar in order to examine the subject-specific requirements. After reviewing EE exemplars, students will begin thinking about the subject area they would like to conduct their research in.

February 2023

During TOK, DP Candidates will participate in a Research Question writing workshop with the EE Coordinator, DP Coordinator, and Media Specialist. Students will then upload their topic proposal with a preliminary research question to the Managebac Extended Essay Worksheet.

March 3, 2023

Final deadline for you to turn in a topic proposal. Allocation of Supervisors through departments will start then. At this point you cannot change the IB Subject, but you may still change the topic and research question.

March 31, 2023

You will officially be given your Supervisor match. You should then contact your supervisor to arrange your first meeting to discuss the topic and first steps. The supervisor will help you to finalize your research question, and a precise line of inquiry: What exactly are you trying to find out or test by carrying out research and analysis? The supervisor may suggest some specific research and/or reading to be completed before your next meeting. To help you stay organized use the researcher's reflection space on Managebac.

All meetings must be recorded in ManageBac on the research planning document, but you should complete them first in your Google Drive to keep track of word count.

Science students should be making arrangements to complete their experiments ASAP!

April 2023

Begin your annotated bibliography by documenting sources and providing a brief summary of the information contained in the sources. (For research based papers: this should include a list for each source of what items/facts/quotes you intend to cite in your paper!) [Purdue Owl Annotated Bib Resource](#)

By April 14, 2023

Meet with your supervisor in some capacity (in person, phone, zoom, email, etc.) to review your annotated bibliography and discuss sources and possible organizational structure/writing process for the EE itself. Be sure to document this meeting by making a note of when it occurred on your Managebac worksheet. This meeting does NOT require a reflection.

May 25, 2023

Begin your outline.

June 30, 2023

Your preliminary outline is due on Managebac.

July 31, 2023

Your 3 paragraph introduction is due on Managebac. Meet with your Supervisor one more time before summer break begins to discuss an action plan for constructing your draft over the summer.

August 31, 2023

Your first 2500 word draft is due on Managebac. Supervisors should read it and make separate comments. Supervisors cannot edit the paper. You may want to sit down with your supervisor and read it together so you can make edits as you both go through it. Discuss the direction the essay should take.

September 29, 2023

Initial Completed Draft of 3500-4000 words due on Managebac, including Cover Page, Table of Contents, Essay, Bibliography (not annotated), and appendices where applicable. Include page numbers on each page of the essay.

By October 13, 2023

Candidates meet with Supervisors to discuss the final draft. Candidates must record a reflection on Managebac after this second mandatory reflective session. Supervisors should submit an initial Rubric Score via Managebac. *You CAN make final changes to your essay based on this meeting.*

November 17, 2023

The FINAL submission of the Essay is due. This draft should be saved as a PDF file saved as your candidate number and uploaded to Managebac. It will be followed up with a 15 min. interview, a viva voce, with your Supervisor. (You need to schedule this meeting for sometime between now and Dec. 1, 2023).

Dec. 15, 2023 Viva Voce

You must have completed your Viva Voce and submitted the final reflection via Managebac after this last mandatory reflective session. During the interview you will discuss your research, your material, and what you learned during the process of writing the essay.

Supervisors must submit final Viva Voce* on the Managebac reflective document** and must submit the final Rubric Score on Managebac by January 12, 2024.

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Guidance for the Reflective Statements**

- Category E for the Extended Essay includes 6 marks for Engagement. 6 marks out of 35 means the reflections

are worth 17.6% of the final EE Score, so these 500 words are worth quite a bit.

- Along with turnitin.com, the Reflections help to verify the authenticity of your work by showing your engagement throughout the research and writing process.
- Don't just describe what you have done. Describe your thinking process and how you arrived at your writing and research process.
- Reflect on your decisions. Did you make good choices with your topic selection? Did you choose good sources or did you have to go back and find more after your initial writing began? What was difficult for you and how could you have done it better?
- Embrace your mistakes and setbacks. Discuss how you have learned and grown as a student throughout the process. Don't just write what you think your supervisor wants to hear. Reflect on the entire process as you go along.
- These three separate reflections after the mandatory supervisor meetings should total 500 words. So don't worry about being too academic. This is a place to write in your natural voice.

Viva Voce*

In the extended essay process, it is the final meeting between the supervising teacher and the student mentee. This is the responsibility of the student to schedule with their supervisor. Unless there are particular problems with academic honesty, the viva voce should be a positive experience. Completion of a major piece of work such as the extended essay is something for students to feel good about.

What questions does the mentor ask during the Viva Voce?

No essay should be authenticated if the supervisor believes it contains plagiarism, so mentors should ask questions that will help them be assured there is no plagiarism in the paper. In addition, the mentor should ask questions that will allow them to understand the student's process. Here are some questions the mentor may want to ask:

- On page XYZ you cite Z. Could you tell me more about this source? What did you learn from it? · I am not clear what you mean on page XYZ. Could you explain it a little more?
- Which source did you find most helpful for your paper? Why?
- How did writing this paper cement your understanding of XYZ?
- What grade do you think this paper will earn? Let's look at the rubric together.
- What have been the high and low points of the extended essay process for you?
- What were the most interesting aspects of the process?
- Did you discover anything that surprised you?
- What have you learned through writing this essay?
- Is there any advice you would want to pass on to someone just starting out on an extended essay?

Extended Essay Scoring Guide

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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • 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. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> • 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. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • 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.

3–4	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
5–6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • 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.

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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.

1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> • The selection of source material has limited relevance and is only partially appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> • The selection of source material is mostly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>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.</p>

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5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> • The selection of source materials is clearly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.
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Criterion C: Critical thinking

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

Level	Descriptor of strands and indicators
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0	The work does not reach a standard outlined by the descriptors below.
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its application is not clearly relevant to the RQ. Analysis is limited. • There is limited analysis. • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. • The construction of an argument is unclear and/or incoherent in structure hindering understanding. • Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. • There is an attempt to evaluate the research, but this is superficial. <p>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.</p>

4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> • Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> • 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 arguments/evidence presented. • The research has been evaluated but not critically.
7–9	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • 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; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical.

10–12 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 focused 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 critically evaluated.

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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.

1–2 Presentation is acceptable.

- The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.
- Some layout considerations may be missing or applied incorrectly.
- Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.

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3–4	<p>Presentation is good.</p> <ul style="list-style-type: none"> • The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. • Layout considerations are present and applied correctly. • The structure and layout support the reading, understanding and evaluation of the extended essay.
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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, and is based solely on the candidate's reflections as detailed on the [RPPF](#), with the supervisory comments and extended essay itself as context.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.
1–2	Engagement is limited. <ul style="list-style-type: none"> • Reflections on decision-making and planning are mostly descriptive. • These reflections communicate a limited degree of personal engagement with the research focus and/or research process.

3–4 Engagement is good.

- Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.
- These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.

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5–6	Engagement is excellent. <ul style="list-style-type: none"> • Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process. • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.
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