

THE AMERICAN SCHOOL OF MARRAKESH



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THE EXTENDED ESSAY GUIDE

SY 2021-2022

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INTRODUCTION

The extended essay is one of the core elements of the IB Diploma Programme. It is a 4,000 words university level research paper completed over DP1 and DP2 as part of the Diploma Programme Core. The EE is a requirement for full diploma programme students. Students not submitting their extended essay paper or not receiving a passing grade will not get their full IB Diploma. The EE research questions can be formulated in any of the six subject groups. Students may also complete their extended essay paper in an interdisciplinary field such as the Environmental Systems and Societies course.

The Extended Essay requires advance and meticulous planning. Time management and meeting deadlines is of crucial importance so that you are able to make steady progress towards completion of this core requirement. Students are encouraged to start familiarizing themselves with research methods, citation, data collection and analysis, etc. as early as possible. The ASM library offers various resources for students to consult.

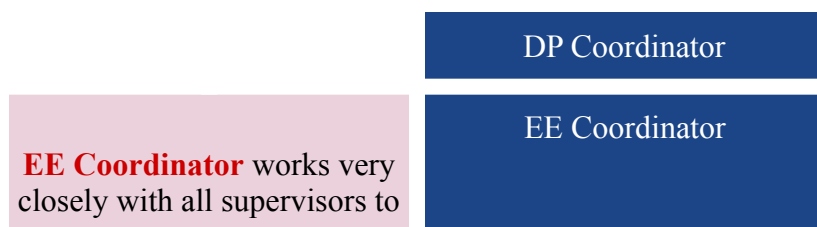
Of critical importance is academic integrity in this process. Students must be familiar with the IB Academic Integrity Policy and act in total compliance of the latter. Failure to adhere to the policy may jeopardize your successful completion of the full IB Diploma Programme.

“All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.”

From The Extended Essay Guide (October 2020)

THE EXTENDED ESSAY TEAM

The following visual outlines the support structure that ASM has in place to support the implementation of the Extended Essay. Students completing the Extended Essay will be assigned a supervisor each. The EE supervisor is normally an ASM teacher delivering a course in the same subject group in which the student has chosen to complete their Extended Essay.



support them with requirements and guidelines for the successful supervision of the Extended Essay. The EE Coordinator leads workshops for both students and the EE Advisors.

EE Supervisor
(ASM Teachers)

EE Supervisors work with students to support them with the successful completion of the Extended Essay requirement. All Diploma Program teachers at ASM will serve as EE supervisors for students completing a research question in their subject-specific discipline.

GROUP 1

GROUP 2

GROUP 3

GROUP 4

GROUP 5

GROUP 6

Supervisor Time Commitment: three mandatory reflection sessions with each student they are supervising for a total of 3-5 hours. Please check the section below on roles and responsibilities for more information.

AIMS OF THE EXTENDED ESSAY

As stated in the IBO Extended Essay Guide (October 2020), the purpose of the Extended Essay is to help students:

- A. Engage in independent research with intellectual initiative and rigor
- B. Develop research, thinking, self-management, and communication skills
- C. Reflect on what has been learned throughout the research and writing process

EE PROCESS

As you begin the **EE process**, try to follow these steps:

1. Choose a subject and topic that you are studying and is of interest to you.
2. Carry out preliminary reading about the topic. What intrigues or puzzles you about the topic. What issues come up? What are you curious about?
3. Start posing some general questions about the topic using words like 'how', 'why' or 'to what extent'.
4. Evaluate your questions based on whether they are clear, focused, and arguable.
5. Meet with your supervisor to discuss your ideas.
6. Select which question to use for your essay based on what outcomes you can achieve. Consider what kind of argument(s) you could make and whether there is enough research to support you with this.

EE TIMELINE

A few reminders...

1. The timeline is shared with students and supervisors. The deadlines are added onto together with the brief explanation of the expectations.
2. The timeline includes three Reflection sessions. These need to happen during designated weeks. It is a supervisor's responsibility to make sure the student types the reflection on ManageBac. The coordinator checks it regularly as well and communicates with both students and the supervisors. The sessions will take place as follows:
 - 1st reflection session: **3rd – 28th January**
 - 2nd reflection session: **June 1st – 16th**
 - 3rd reflection session VIVA VOCE: **November 4th, 2022**
3. Students do not choose the supervisors but they choose the subject they are interested in. They are expected to decide on two areas and indicate their preference (1st choice and 2nd choice). Depending on the number of students and available supervisors, the coordinator tries to allow students to follow their 1st choice.
4. It is rare for a supervisor to work with more than 3 students. Should this occur, we try to find a different supervisor and only if this fails, ask the supervisor to work with more than 3 students.
5. All supervisors need to be DP teachers, or DP examiners.

Dates	Session/Event	Supervisor
DP1		
September 9th, 2021	EE presentation “What is EE.” After this you will receive subject specific information from your teachers. Make sure you talk to the subject teachers, this will help you decide on the topic of your EE. Run by EE Coordinator	Students might be approaching you asking questions about your particular subject. The clearer the information they receive, the easier it is going to be to make up their mind about their EE.
September 16th, 2021	EE workshop on Inquiry Question Run by EE Coordinator	
September 24th, 2021	Hand in the EE agreement form.	

October 5th, 2021	EE workshop on sources – the visit to the library. Run by Librarian	
Friday, November 5th	Supervisors announced, communication expectations explained, and Supervisors provided respective subject area guides of their students. Run by EE Coordinator	
Nov. 15th - Dec. 17th	1 st check-in session with the supervisors	Ensure the student has chosen a provisional research question that is viable with the subject criteria. Direct the student towards preliminary research.
December 2nd, 2021	A workshop on finding sources Run by Librarian	
December 9th, 2021	A workshop on evaluating sources Run by Librarian	
3rd – 28th January, 2022	First RPPF meeting with your supervisor. Clear goals need to be set for the next meeting. Students should come to this meeting with at least 3 evaluated sources’ Submit your finalized research question and a brief outline/plan onto ManageBac. This could be more like an action plan setting out what you plan to do over the next 4 weeks.	Meet students. Set general goals and encourage them to start research. Make sure they have read the IB subject specific guidelines – all of these are on ManageBac or OCC website. Give students a 1) checklist on the contents that are mandatory in the EE, and 2) subject specific requirements that MUST be met before the summer holidays. Students add the EE Checklist to ManageBac as a support to track their progress.

February 3rd, 2022	<p>Workshop on how to quote and keep track of your research</p> <p>Run by Librarian</p>	
March 10th, 2022	<p>EE workshop – clarifying the EE Rubric and checking in with students.</p> <p>Run by EE Coordinator</p>	
April 15th, 2022	Draft outline ready	<p>Meet with students to review the draft outline and ensure it is viable. Message your students before this day to remind them of what they should be doing!</p> <p>Check that work has been uploaded and seems appropriate/ relevant.</p> <p>Red flag asap if necessary.</p> <p>Host an “Extended Essay Cafe” where students present their topic and research plans.</p>
21st of May 1500 words	2000 words ready – your Supervisor will give you feedback on it.	<p>The student brings the EE checklist to the check-in with the Supervisor and take notes on work needed to be completed on the checklist. Check-in with the student after reading and commenting to address student inquiries. Guide the student. <i>This is the last time you have a chance to comment on their writing before the final draft.</i></p>
<p>June 1st – 16th</p> <p>To check – after exams</p>	<p>Meet with your supervisors for the 2nd time.</p> <p>You must demonstrate that you have met the targets. Collect subject specific requirements for the end of year from your supervisor and make sure you clearly understand the expectations.</p>	<p>Red flag ASAP on ManageBac, if necessary, and inform parents.</p> <p>EE Coordinator hosts grade norming session with the EE Supervisors.</p>

End of Term	You will have the summer to work on your EE	Check-in with students and agree on targets for the summer as well as a timeline or checklist for the summer
DP2		
31st August	First draft submitted. Remember, this is your ONLY opportunity to receive feedback on the full draft.	Supervisor checks-in with the student after s/he has read and added comments on the shared draft to answer any questions and provide clear feedback ensuring the student understands.
September 2022 Week 2	Feedback from the supervisor. Now work on improving your Extended Essay.	Supervisors provide past EE samples to students on similar topics to review and improve their EE.
October 2022 Week 2	A session clarifying last bibliography questions. Led by the Librarian.	
October 28th, 2022	Final Submission of EE	Supervisors check ManageBac to ensure final submissions have been submitted. EE Coordinator red flags and informs IB Coordinator and EE Supervisors if not submitted.
November 4th, 2022	Viva Voce - 3rd reflection meeting. Make sure you edit your reflections afterwards.	Final Check-in with students. EE Coordinator checks Managebac to confirm the three reflections have been submitted, including Viva-Voce and Final EE. If not completed, EE Coordinator informs IB Coordinator and Supervisors. Supervisors will contact students and inform parents.

THE EXTENDED ESSAY ASSESSMENT CRITERIA

The Extended Essay is externally assessed by the IB. It is marked out of 34 based on the EE criteria from A to E. The following chart explains each criterion in detail:

Criterion	Description	Mark
Criterion A focus and method	Focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research, how the research will be undertaken, and how the focus is maintained throughout the essay.	6
Criterion B knowledge and understanding	Focuses on subject-specific content, context and terminology. It assesses the extent to which the research relates to the subject area/discipline used to explore the research question and the use of appropriate terminology and concepts.	6
Criterion C critical thinking	Focuses on the research, discussion, analysis and evaluation. It assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.	12
Criterion D presentation	Focuses on structure and layout. It assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.	4
Criterion E engagement	Focuses on engagement in research focus and the research processes. It is assessed at the end of the assessment of the EE and is based only on the reflections on your RPPF using your EE and supervisor comments as context.	6
Total Marks		34

The Extended Essay (EE) is a requirement for the award of the IB Diploma. ***If you do not submit your essay or if you receive a failing grade, you will not receive your Diploma.***

STRUCTURE OF THE EXTENDED ESSAY

There are six required elements for the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

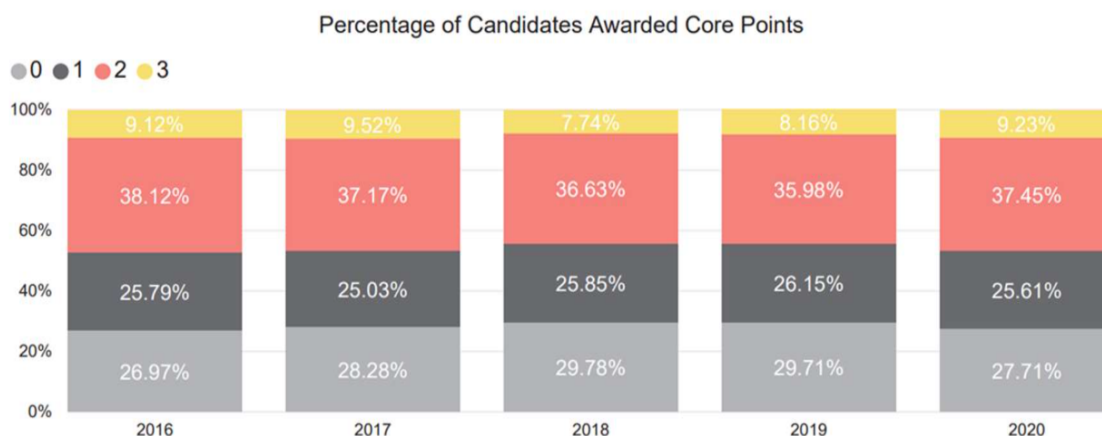
KEY FEATURES OF THE EE

- The EE is compulsory for all students taking the Diploma and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The EE is externally assessed. Together with the grade for theory of knowledge, it contributes up to three points to the total score for the diploma.

The Diploma points matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	1 Failing condition*	Failing condition
	Grade B	3	2	1	1	0 Failing condition*	Failing condition
	Grade C	2	1	1	0	0 Failing condition*	Failing condition
	Grade D	2	1	0	0	0 Failing condition*	Failing condition
	Grade E	1 Failing condition*	0 Failing condition*	0 Failing condition*	0 Failing condition*	Failing condition*	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Core points



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- The EE process helps prepare students for university and other pathways beyond the Diploma Programme.
- Students must choose a subject for their essay from the list of Diploma Programme subjects in the Diploma Programme Assessment procedures for the session in question.
- The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing (4,000 words maximum) accompanied by a reflection form (500 words maximum).
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to last three to five hours in total, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher after the essay is completed.

From EE Teacher Support Material (IBO)

THE EXTENDED ESSAY CHECKLIST

Use the following checklist to assess the extent to which your essay meets the EE assessment criteria A to E. Reflect on the checklist questions on a regular basis so that you are informing your planning and progress towards the successful completion of the Extended Essay requirement.

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.

Unpack the Criteria	In Place
Does this essay meet the requirements for the subject for which you are registering it?	
Is your research question stated as a question?	
Have you explained how your research question relates to the subject that you selected for the extended essay?	
Have you given an insight into why your area of study is important?	
Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague?	
Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?	
Did you explain why you selected your methodology?	
Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?	
If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?	
Are there any references listed in the bibliography that were not directly cited in the text?	

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.

Unpack the Criteria	In Place
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Have you explained how your research question relates to a specific subject you selected for the extended essay?	
Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?	
Is it clear that the sources you are using are relevant and appropriate to your research question?	
Do you have a range of sources, or have you only relied on one particular type, for example internet sources?	
Is there a reason why you might not have a range? Is this justified?	

C: Critical thinking: This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.

Unpack the Criteria	In Place
Have you made links between your results and data collected and your research question?	
If you included data or information that is not directly related to your research question have you explained its importance?	
Are your conclusions supported by your data?	
If you found unexpected information or data have you discussed its importance?	
Have you provided a critical evaluation of the methods you selected?	
Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?	
Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?	
Are all your suggestions of errors or improvements relevant?	
Have you evaluated your research question?	
Have you compared your results or findings with any other sources?	
Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?	

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.

Unpack the Criteria	In Place
Have you read and understood the presentation requirements of the extended essay?	
Have you chosen a font that will be easy for examiners to read on-screen?	
Is your essay double-spaced and size 12 font?	
Are the title and research question mentioned on the cover page?	
Are all pages numbered?	
Have you prepared a correct table of contents?	
Do the page numbers in the table of contents match the page numbers in the text?	
Is your essay subdivided into correct sub-sections, if this is applicable to the subject?	
Are all figures and tables properly numbered and labelled?	
Does your bibliography contain only the sources cited in the text?	
Did you use the same reference system throughout the essay?	
Does the essay have less than 4,000 words?	
Is all the material presented in the appendices relevant and necessary?	
Have you proofread the text for spelling or grammar errors?	

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 RPPF.

Unpack the Criteria	In Place
Have you demonstrated your engagement with your research topic and the research process?	
Have you highlighted challenges you faced and how you overcame them?	

Will the examiner get a sense of your intellectual and skills development?	
Will the examiner get a sense of your creativity and intellectual initiative?	
Will the examiner get a sense of how you responded to actions and ideas in the research process?	

ROLES & RESPONSIBILITIES

THE SCHOOL

- Provide training sessions for supervisors run by the extended essay or Diploma Programme coordinator and/or experienced supervisors.
- Facilitate special sessions for students on how to approach research for the extended essay, including use of the internet. The librarian may be best placed to do this with students.
- Support the development of courses on citing and referencing. Supervisors and students must be familiar with the IB documents on this.
- Provide or recommend study skills sessions for students on note-taking and structuring essays.
- Provide or recommend guidance on research methodologies relevant and appropriate to the subject (for example, questionnaire design and interview techniques).
- Support the outline of key milestones, such as internal deadlines.
- Extended Essay Coordinator

From DP Extended Essay Guide

EE COORDINATOR

- Ensure that extended essays conform to the regulations outlined in the Diploma Programme Assessment procedures.
- Ensure that students select the subject for their extended essays from the list of available subjects for the May or November session in question (in the Diploma Programme Assessment procedures) before choosing a topic.
- Ensure that each student has an appropriately qualified supervisor, who is a member of staff within the school.
- Introduce, explain and support the reflection process.
- Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher

support material. (Visit: IBO website>My IB>Program Resource Center (PRC)>DP Resources>Core>EE 2018)

- Ensure that the Reflections on planning and progress form (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the Diploma Programme Assessment procedures.
- Provide exemplars of extended essays to supervisors and students.
- Ensure that supervisors and students are familiar with the IB documents Academic honesty in the IB educational context and Effective citing and referencing.
- Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.
- Explain to students that they will be expected to spend up to 40 hours on their extended essay.

From DP Extended Essay Guide

EE SUPERVISOR

Supervisors are **required** to:

- undertake three mandatory reflection sessions with each student they are supervising
- initial and date each reflection summarized on the Reflections on planning and progress form and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. An RPPF that is blank, unsubmitted, or written in a language other than that of the essay, will be awarded a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research
- provide students with samples of past EE in the specific group subject. If this material is not available in the IBDP Shared Drive, ask EE Coordinator for support.
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students

- monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- read and comment on one draft only of the extended essay (but do not edit the draft); this should take place after the interim reflection session, but before the final reflection session, the viva voce
- ensure that the final version of the essay is handed in before the final reflection session (viva voce) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the viva voce, confirm its authenticity.

Supervisors are strongly recommended to:

- read recent extended essay reports for the subject and share this information with students to ensure they avoid same setbacks.
- spend between three and five hours with each student, including the time spent on the three mandatory reflection sessions
- encourage the development of a Researcher's reflection space for students
- set a clear schedule for the check-in and reflection sessions
- ensure that the chosen research question is appropriate for the subject
- advise students on:
 - access to appropriate resources (such as people, a library, a laboratory)
 - research methods
 - how to cite and reference.

It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the extended essay. Supervisors and students must discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of the task.

From DP Extended Essay Guide

THE STUDENT

As the extended essay is an important component of the Diploma Programme, and a substantial piece of work, students need to ensure that they understand the expectations of the task and

manage their time and workload effectively. The following suggestions are given as guidance to help with the process.

Students are strongly recommended to:

- develop a Researcher's Reflection Space (RRS) as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

From DP Extended Essay Guide

SUPERVISOR REQUIREMENTS

The extended essay supervisors must meet the following requirements:

- All EE supervisors must be DP teachers.
- EE supervisors must complete the three mandatory reflection sessions with the student(s) they are supervising according to the timeline outlined above.

Three Mandatory Reflection Sessions: The three mandatory reflection sessions can be scheduled any day on Mondays, Tuesdays and Thursdays after-school. All ASM teachers hold office hours at least once a week. All teachers who are serving as Extended Essay supervisors have sufficient time during Office hours to schedule the three mandatory sessions with the students they supervise. The total reflection time for the three sessions with your supervisor over the EE completion period is between 3 to 5 hours.

EE FREQUENTLY ASKED QUESTIONS

Who is required to complete the Extended Essay?

Full IB Diploma students are required to successfully complete and pass the Extended Essay. Students not completing this requirement will not be awarded the IB Diploma from IBO.

How is the EE assessed and what's the passing grade?

The Extended Essay is assessed based on a set of criteria (A to E). Grade E is a failing condition. Students must receive a grade D or higher to pass the Extended Essay requirement.

Can non full DP students complete the Extended Essay?

At this point, ASM does not plan to have non-DP students complete the Extended Essay. The School, however, will be considering a modified plan for non-DP students to help them with research skills in preparation for university studies.

How long is the Extended Essay?

The Extended Essay is a formal academic research paper tackling a research question in the six subjects of the IB Diploma Programme. The EE is 4,000 words long and is presented formally for grading by the IB.

Can I write my EE on any topic that I want?

The EE topic must be in one the six subject groups or in an interdisciplinary field.

What kind of help should I expect from my school?

ASM has a program of workshops planned especially during DP1 covering a wide range of topics and skills: research questions, citation, academic writing, academic integrity, etc. to help prepare students for this challenging DP requirement. In addition to this, each student is assigned an EE supervisor to support them with the completion of the EE requirements in compliance with the EE guidelines (three reflection sessions, from 3 to 5 hours total).

What's the timeline for the completion of the Extended Essay?

The process starts in September DP 1. The final EE is submitted at the end of October DP2. During this period, you will meet with your EE Supervisor for the three mandatory reflection sessions (January DP1 - June DP1 - November DP2).

What's the RRS?

RRS stands for Researcher's Reflection Space. This can be a physical or virtual tool where you record your questions, observations, reminders, successes, thinking process, etc. You will use your RRS to inform the reflection sessions with your supervisor.

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