



ERV EXTENDED ESSAY PARENT HANDBOOK

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VISION

To provide a legacy in education which promotes qualities of open-mindedness, tolerance and respect for others, which will provide a best practice model for the future of students from all nations in Gabon.

MISSION

To become Africa's most enterprising school, focusing on sustainability and innovation to play a significant role in Gabon's and in Africa's education.

VALUES

EXCELLENCE

We strive for excellence in every aspect of life: in human relations, in one's abilities and expectations.

RESPECT

We respect ourselves, our environment, and each other.

VIRTUES

We value truth and honesty, tolerance, integrity and responsibility.

VISION

Transmettre un héritage dans le domaine de l'éducation qui valorise les qualités d'ouverture d'esprit, de tolérance et du respect de l'autre, offrant ainsi un modèle de pratiques exemplaires pour l'avenir de tous les élèves vivant au Gabon, quel que soit leur pays d'origine.

MISSION

Devenir l'école la plus dynamique d'Afrique, mettant l'accent sur la pérennité et l'innovation, afin de jouer un rôle important dans l'éducation au Gabon et dans toute l'Afrique.

VALEURS

EXCELLENCE

Dans tous les aspects de la vie : dans les relations humaines, dans les aptitudes personnelles et les attentes.

RESPECT

Le respect envers nous-mêmes, envers les autres et notre environnement.

VERTUS

Nous valorisons la vérité et l'honnêteté, la tolérance, l'intégrité et la responsabilité.

CHAPTER A - THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CHAPTER B - THE 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. As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and

evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

CHAPTER C - WHAT IS THE EXTENDED ESSAY (EE)?

According to the International Baccalaureate Organisation (IBO), the Extended Essay is:

“an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form.” (IBO, 2017)

Section 1 - Characteristics of the EE

- Mandatory for IB Diploma Programme candidates
- A D grade minimum must be achieved to be awarded the Diploma
- Externally assessed, and in combination with the grade of Theory of Knowledge (TOK), contributes up to three points towards the total score of the Diploma
- The EE is student-driven research on a topic chosen by the student
- The EE is presented as a formal work of academic writing containing 4000 words maximum accompanied by a reflection form (RPPF) of 500 words maximum
- The supervision support process is limited to 3-5 hours which includes three mandatory reflection sessions with the supervisor

Section 2 - Aims

The aims of the extended essay are for students to:

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

CHAPTER D - ASSESSMENT OF THE EE

Section 3 - Assessment objectives of the EE

In working on the extended essay, students are expected to achieve the following assessment objectives.

3.1 - Knowledge and understanding

- To demonstrate knowledge and understanding of the topic chosen and the research question posed.
- To demonstrate knowledge and understanding of subject-specific terminology and/or concepts.

- To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.

3.2 - Application and analysis

- To select and apply research that is relevant and appropriate to the research question.
- To analyse the research effectively and focus on the research question.

3.3 - Synthesis and evaluation

- To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.
- To be able to critically evaluate the arguments presented in the essay.
- To be able to reflect on and evaluate the research process.

3.4 - A variety of (research) skills

- To be able to present information in an appropriate academic format.
- To understand and demonstrate academic integrity.

Section 4 - Overview of EE assessment criteria

The Extended Essay is assessed on six (6) criterion: *Focus and Method; Knowledge and Understanding; Critical Thinking; Presentation; and Engagement.*

| Criterion A: focus and method | Criterion B: knowledge and understanding | Criterion C: critical thinking | Criterion D: presentation | Criterion E: engagement |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • Topic • Research question • Methodology | <ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts | <ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation | <ul style="list-style-type: none"> • Structure • Layout | <ul style="list-style-type: none"> • Process • Research focus |
| Marks | Marks | Marks | Marks | Marks |
| 6 | 6 | 12 | 4 | 6 |

Total marks available: 34

* Please consult the *Extended Essay Guide (Appendix A)* for detailed descriptions of the assessment criteria

The Extended Essay is graded from A to E (with A being the highest mark).

| Overall grade boundaries | | | | | |
|--------------------------|------------|----------|--------------|-------|-----------|
| Grade: | E | D | C | B | A |
| Mark range | 0-6 | 7-13 | 14-20 | 21-26 | 27-34 |
| Descriptors | Elementary | Mediocre | Satisfactory | Good | Excellent |

Section 5 - The EE-TOK Matrix

The grade obtained by a student in the Extended Essay will combine with its grade in Theory of Knowledge (TOK). This combination of grades is shown in the EE-TOK Matrix below.

A student can earn up to 3 points towards his/her final grade for the IB Diploma course from his/her Extended Essay and TOK paper.

The diploma points matrix

| | | Theory of knowledge | | | | | |
|----------------|--------------------------|---------------------------|-----------------------|--------------------------|-----------------------|---------------------------|------------------|
| | | Excellent A | Good B | Satisfactory C | Mediocre D | Elementary E | Not submitted |
| Extended essay | Excellent A | 3 | 3 | 2 | 2 | 1 + Failing condition* | N |
| | Good B | 3 | 2 | 1 | 1 | Failing condition* | N |
| | Satisfactory C | 2 | 1 | 1 | 0 | Failing condition* | N |
| | Mediocre D | 2 | 1 | 0 | 0 | Failing condition* | N |
| | Elementary E | 1 + Failing condition* | Failing condition* | Failing condition* | Failing condition* | Failing condition* | N |
| | Not submitted | N | N | N | N | N | N |

Please note that a failing grade on the extended essay, being accused of academic dishonesty, or failing to turn in an extended essay will result in failing to earn an IB diploma no matter how high your test scores may be.

The Extended Essay is externally assessed by IB based on the above-mentioned criteria. Furthermore, Extended Essay Supervisors are required to submit **Predicted Grades** to IB. The Predicted Grade is the submitted score that a supervisor believes a student will achieve on his/her Extended Essay. The final grade will be communicated to the school by the IB organisation.

Section 6 - Subject Choice for the Extended Essay

The subject in which the extended essay is registered must be chosen from the list of available subjects offered by the school in the table below.

Students are advised to choose the subject for the extended essay prior to deciding what the topic or research question. Since the IB specifies the range of permitted subjects, certain topics may not be appropriate for an extended essay.

Students should also base the choice of subject on the level of personal interest they have in that subject.

| | Group | Subjects in this IBDP group |
|---|-------------------------|--|
| 1 | Language & Literature | English A Language & Literature - French A Literature |
| 2 | Language Acquisition | English B - French B - French <i>Ab initio</i> - Spanish <i>Ab initio</i> |
| 3 | Individuals & Societies | Business Management - ESS (Environmental Systems and Societies) - Geography - History |
| 4 | Sciences | Physics - Chemistry - Biology - Computer Science - ESS (Environmental Systems and Societies) |
| 5 | Maths | Mathematics (Analysis) - Mathematics (Applications) |
| 6 | Arts* | Music - Visual Arts |

* It is possible to not take a Group 6 subject, and to pick an additional subject from Group 2 (Language Acquisition), Group 3 (Individuals & Societies), or Group 4 (Sciences)

Can your child choose to do his/her EE in a subject not listed by the school?

Section 7 - How Can You Help Your Child?

Here are a few advice to parents to support their child:

- Listen and communicate both with your child and the school
- Discuss the topic with the student
- Support your child during this long process
- Be aware (and understand) the IB calendar
- Provide a venue and time for your child to work on their EE
- Follow-up how they are doing with their EE

On the other hand:

- Do not research or write portions of the paper - The EE is independent
- Do not edit, proofread the paper - Student must learn to follow the recommendations given by their supervisors and act accordingly
- Do not allow someone else (e.g., tutor) to work on the paper - The EE must be the intellectual property of the student

Section 8 - Extended Essay Calendar

8.1 - Year 12 (2019-2021)

| Dates | Deadlines |
|---------------|--|
| November 2019 | Extended Essay Proposal + Research Question |
| January 2020 | Submit Supervisor Agreement Form |
| February 2020 | EE Initial Reflection to be entered on ManageBac |
| March 2020 | 500 words of EE submitted to supervisor + Turnitin |
| May 2020 | 1500 words of EE submitted to supervisor |

8.2 - Year 13 (2018-2020)

| Dates | Deadlines |
|---------------------|--|
| November 26th, 2018 | Essay Proposal +Research Question |
| January 18th, 2019 | Submit supervisor agreement form |
| February 22nd, 2019 | EE First reflection to be entered on ManageBac |
| March 29th, 2019 | 1st 500 words of EE submitted to supervisor (ManageBac) + Turnitin |
| May 31st, 2019 | 1500 words of EE submitted to supervisor |
| September 2019 | Submission of EE full draft to supervisor (ManageBac) |

| | |
|---------------|---|
| | + Turnitin |
| October 2019 | EE Second reflection to be entered on Managebac |
| December 2019 | EE Final Submission + Turnitin |
| January 2020 | Viva voce + Predicted Grade |

8.3 - Consequences of not adhering to deadlines

Any student who fails to adhere to the EE deadlines set forth by ERV will be referred to the DPC and the Head of School. Extra time/consideration will be given on a case-by-case basis.

If the student still fails to submit the Extended Essay on the second attempt, a **'Non-Submission'** will be recorded on the IB file submission system, IBIS. Please note that the Extended Essay forms the core of the IBDP and Non-submission will result in the student losing his/her Diploma.

APPENDICES

Appendix A - Extended Essay documentation

- [Extended Essay Guide](#)
- [Extended Essay samples](#)