



ERV EXTENDED ESSAY STUDENT GUIDE

ERV Extended Essay Student Guide
May 2019

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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.

SECTION 1 - 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.

SECTION 2 - 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.

SECTION 3 - 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)

3.1 - 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

3.2 - 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.

SECTION 4 - ASSESSMENT OF THE EE

4.1 - Assessment objectives of the EE

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

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.

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.

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.

A variety of (research) skills

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

4.2 - 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](#) 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

4.3 - The EE-TOK Matrix

You can earn up to 3 points for your IB Diploma from your Extended Essay and TOK paper as this chart shows.

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.

SECTION 5 - STRUCTURE OF THE EE

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected. There are six required elements of the final work to be submitted. More details about each element are given in the "Presentation" section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

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 bibliography

5.1 - Title page

The title page should include only the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

An important note: Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

The title

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should not be phrased as a research question.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?

Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in Dr Faustus?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

5.2 - Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

5.3 - Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular, an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

5.4 - Body of the essay (research, analysis, discussion and evaluation)

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, subheadings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument must not be included in appendices or footnotes/endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

5.5 - Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

5.6 - References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document Effective citing and referencing.

Writing the essay takes time but if students have used their Researcher's reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

5.7 - Format of the EE

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is required:

- the use of 12-point, readable font (Arial, Time News Roman)
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

5.8 - Word Count

The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria.

Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count.

✔	✘
Included in the word count	Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	<i>The Reflections on planning and progress form</i>

5.9 - EE Resources

- Extended Essays samples - Available on G-Drive: https://drive.google.com/open?id=12q9qElhBp_LuoaeOvfEKUnT4wlull9cL
- 50 More Excellent Extended Essays CD-ROM - Available in the library
- Extended Essay Course Companion (Book) by Lekanides, K. - Available in the library and on G-Drive: <https://drive.google.com/open?id=0B1oIHV9WVb6UN09Bcjlja1hxVDdxRUF2eW9TsxgyT1E4Vkl3>
- Three: The Ultimate Student's Guide to Acing Your Extended essay and Theory of Knowledge (Book) by Zouev, A. - Available in the library

SECTION 6 - REFERENCING

Referencing is acknowledging the source/s of the information, ideas, words, and images you have used in your assignment. You use referencing to distinguish between your ideas and words and those that belong to other people; to support what you are writing by referring to evidence; to enable readers to investigate ideas they find interesting/useful; to show your tutor exactly which sources you have read; and to avoid plagiarism.

There are different styles of referencing. ERV uses the American Psychological Association (APA) referencing style.

Referencing has two parts, **in-text citations** and a **reference list** at the end of your assignment.

6.1 - In-text citations

An in-text citation is in the body of your assignment and can be either a paraphrase or quotation.

Paraphrasing is putting in your own words what the author has written. When paraphrasing, there are two ways you can reference: the author's name can be incorporated into your text or included in brackets with the year of publication.

In-text citation paraphrasing examples

Creame and Lea (2003) suggest that the more students write, the more confident they will become about writing.

OR

The more students write, the more confident they will become about writing (Creame & Lea, 2003).

Quoting is copying the author's exact words. When quoting, there are two ways you can reference: the author's name can be incorporated into your text, or can be included in brackets with the year of publication and the page number.

In-text citation quoting examples

It was discovered that “the old schema is exercised by being used in familiar ways” (Claiborne & Drewery, 2010, p. 13).

OR

Claiborne and Drewery (2010) found that “the old schema is exercised by being used in familiar ways” (p. 13).

6.2 - The reference list

The reference list

- The reference list should be on a separate page at the end of your assignment with the title “References” centred at the top.
- All references in the list begin with the surname(s) of the author(s), followed by their initials. If there is no author, begin the reference with the title.
- The list needs to be in alphabetical order.
- Use hanging indents to format your references.

Example of a reference list

References

Creame, P., & Lea, M. R. (2003). *Writing at university: A guide for students* (2nd ed.). Philadelphia, PA: Open University Press.

Rose, J. (2001). *The mature student's guide to writing*. New York, NY: Palgrave.

Strunk, W., & White, E. B. (1979). *The elements of style* (3rd ed.). New York, NY: Macmillan.

6.3 - Authors

All references in the list begin with the surname(s) of the author(s), followed by their initials.

One author Bernstein, T. M. (1965). *The careful writer: A modern guide to English usage*. New York, NY: Atheneum.

Two authors Strunk, W., & White, E. B. (1979). *The elements of style* (3rd ed.). New York, NY: Macmillan.

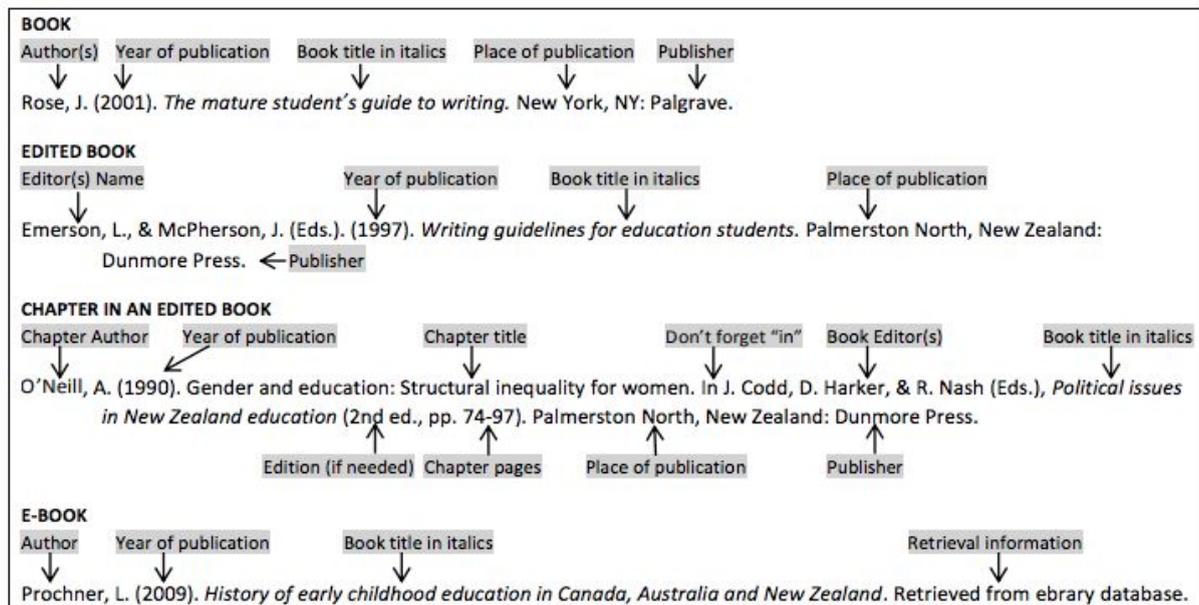
3 - 7 authors Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human Communication: Motivation, knowledge and skills* (2nd ed.). Belmont, CA: Thomson Wadsworth.

8 or more Gloster, J., Jones, A., Redington, A., Burgin, L., Sorensen, J. H., Turner, R., . . . Paton, D. (2010). *A handbook of critical approaches to education*. New York, NY: Oxford University Press.

No author *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Springfield, MA: Merriam-Webster.

↑
 Title in the author's position. Use italics for full-length works (e.g., books). For other documents (e.g., websites do not use italics).

6.4 - Books



The most common bibliographic elements are:

	Format	Comment
Author	Surname, initial.	Always first. List all the authors in the order they are named on the source, separated by a comma, with & between the last 2. Use title first if no author.
Year of publication	(Brackets)	Rounded brackets.
Title of article/ chapter	Title of chapter. No quote marks	Used for a chapter in a book OR journal article.
Title of publication	<i>Italics</i> BOOK JOURNAL	Capitalise the 1st letter of first word and any proper nouns. Capitalise first letter of every word, except for linking words.
Edition	(number ed.)	Only used if not the 1 st . eg. (2 nd ed.)
Issue details	<i>Volume no. in italics</i> (Issue number)	Numbers as figures eg. 17(6),
Place of publication & publisher	Place: Publisher	Separated by a colon : Eg. Australia: McGraw-Hill
Page Number	66-78 (pp.66-78).	No additional formatting for articles p. or pp. used for book chapters only
Electronic publication	Either DOI Or Retrieved from URL	doi:10.1007/s10479-0080325-2 Give the web address of where you found it.
		A date accessed is NOT required unless the entry is likely to change frequently.

6.8 - Additional Referencing and Grammar Check Tools

- **Cite This For Me (CTFM):** Cite This For Me is one of the most popular citation tools today. Launched in October 2010, we began with the mission of helping students create perfect citations in a fraction of the time. Since then, Cite This For Me has assisted millions of users across the world including in the United Kingdom, United States, Australia, and beyond. www.cithisforme.com
- **Grammarly:** Grammarly is an app that automatically detects potential grammar, spelling, punctuation, word choice, and style mistakes in writing. <https://app.grammarly.com/>

SECTION 7 - TURNITIN

Turnitin is an online text-matching software program that works by comparing electronically submitted papers to billions of pages of content located on the Internet as well as the work of other students whose papers have also been submitted into the system.

When student papers are submitted into Turnitin, sections of the papers that match other sources are highlighted and identified. The student paper with the highlighted matched text forms an Originality Report and this must be made available to the lecturer who requested it.

At ERV, the accepted similarity percentage is up to **7%**.

Turnitin also included an e-rater grammar feedback technology, which automatically checks submissions to an assignment for grammar, usage, mechanics, style and spelling errors; and provides in-depth feedback on paper.

For more information on Feedback Studio Student, visit <https://help.turnitin.com/feedback-studio/turnitin-website/student/student-category.htm>

SECTION 8 - EE ON MANAGEBAC

8.1 - Completing your EE Worksheet

Via IB Manager > Extended Essay

Under Extended Essay, you'll be able to set up your EE Worksheet. First, enter your topic, subject and research question. You can do this by clicking on Edit Extended Essay Proposal in the upper right corner of your worksheet.

The screenshot shows the IB Manager interface for an Extended Essay. The left sidebar has a menu with 'Extended Essay' selected. The main area is titled 'Extended Essay' and has tabs for 'Worksheet', 'Researcher's Reflection Space', and 'Planning and Progress Form'. The 'Worksheet' tab is active, showing the student's topic: 'The role of Software-as-a-Service in accelerating small business productivity in developing countries.' The subject is 'Chemistry: Business Organization and Environment'. The student's goal is to investigate how the adoption of software-as-a-service in developing countries will help to accelerate productivity growth vs. their developed economy peers. The 'To Do' list includes: 'Submit First Draft' (Friday, 29 September 2017 at 04:00 PM), 'Submit final copy and your works cited' (Tuesday, 14 November 2017 at 11:00 PM), and 'First EE Deadline' (Monday, 5 March 2018 at 02:00 PM). The right sidebar shows the 'Extended Essay Status' as 'Approved' and 'Excellent' progress. The supervisor is Sharon Arese, with contact information: m: +852 9201 8021, sharon@eduvo.com.

Make sure to select your Subject and Supervisor from the dropdown menu. If you don't see your subject or EE supervisor on the list, you'll have to wait until your EE coordinator has added your supervisor to the system and configured the offered subjects.

After saving your project, you'll be able to see upcoming EE deadlines and To Dos, which you can check off. Once your EE topic has been approved, you'll see the updated Extended Essay Status on the right side.

To Dos

Submit First Draft 📅 Friday, 29 September 2017 at 04:00 PM

- 16 Sep '16 First draft submitted to supervisor

Submit final copy and your works cited 📅 Tuesday, 14 November 2017 at 11:00 PM

- 6 Oct '15 Final copy submitted
- 6 Oct '15 Works cited submitted
- 6 Oct '15 Confirm receipt of both copies

First EE Deadline 📅 Monday, 5 March 2018 at 02:00 PM

- 6 Oct '15 Submit your EE proposal.
- 6 Oct '15 Select your supervisor.
- 16 Sep '16 Meet with your supervisor.
- 18 Sep '17 Mark Approval.

Second EE Deadline 📅 Thursday, 10 May 2018 at 01:00 PM

- 6 Oct '15 Submit your EE outline.
- Meet with your supervisor.

Third EE Deadline 📅 Friday, 21 September 2018 at 01:00 PM

- Submit your first draft copy.
- Meet with your supervisor.

Fourth EE Deadline 📅 Monday, 15 October 2018 at 01:00 PM

- Submit your second draft copy.
- Submit your works cited/bibliography.
- Meet with your supervisor.

You can also submit your outlines, drafts, and final copies under the Extended Essay Documents section.

Extended Essay Documents

Conflict__Resolution.pdf
Uploaded Dec 20, 2016 at 8:35 AM [Annotate](#)

EE_outline.pdf
Uploaded Dec 20, 2016 at 8:35 AM [Annotate](#)

[+ Add Document](#)

Notes & Interviews

Chloe Epelbaum Tuesday, Dec 13, 2016 at 12:48 PM [Edit](#) [Delete](#)
Hi Richard, I am doing awesome this year!

Chloe Epelbaum Sunday, Dec 18, 2016 at 10:50 PM [Edit](#) [Delete](#)
Hi Mr Chandler. I received your feedback. Thank you so much!

Richard Chandler Tuesday, Dec 20, 2016 at 8:42 AM [Edit](#) [Delete](#)
Hi Chloe. Can you please ensure that you have used a spell-check in the next draft.

[← Previous](#) 1 **2** [Next →](#)

Under Notes & Interviews, you can leave messages for your EE supervisor. This is ideal for posting questions and scheduling meetings.

Via the Researcher's Reflection Space Tab

In the top bar, choose the Researcher's Reflection Space tab. To add a new entry to your journal, click on the Add New Entry button in the sidebar. You can also edit your Reflection Space by clicking on the Edit pencil icon that appears or delete the entry by clicking on the trash can icon.

After clicking the Add New Entry button, you will see a new form. You can choose from a variety of mediums, including YouTube videos, pictures, and journal entries. After you have written and/or uploaded your entry, click Add New Entry to save it.

Researcher's Reflection Space

Via the Planning and Progress Form

In the top bar, choose the Planning and Progress Form tab. This document records your planning and progress, and the nature of your discussions with your supervisor. You can add new reflection sessions in the comment boxes, and add the date of each by clicking on the calendar icon in the Date box.

Note: In line with IBO regulations, you cannot re-edit your reflection!

The reflection box will lock 5 minutes after you have finished entering text and clicked Save Changes.

Planning and Progress Form

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

⚠ Submitted reflection will lock automatically after 5 minutes.

Comments ⓘ

The PDF form provides limited space, so we recommend having your teacher checking the export to ensure your complete response is shown.

First Reflection session Date: November 26, 2016

Interim Reflection Date: November 26, 2016

Final Reflection - viva voce

Date

November 26, 2016 

Save Changes or Cancel

8.2 - Submitting your Final Extended Essay

Via IB Manager > Extended Essay

When your EE is complete, you can submit it directly to your EE supervisor & IB Coordinator by clicking on the Final EE Deadline.

Extended Essay

Worksheet

Journal

Planning and Progress Form

The role of Software-as-a-Service in accelerating small business productivity in developing countries.

Biology: Business Organization

My goal is to investigate how the adoption of software-as-a-service in developing countries will help to accelerate productivity growth vs. their developed economy peers. I plan to investigate the business model developed by 37Signals, Xero and others, and how similar services could be localized and scaled globally to support small business development.

To Dos

First EE Deadline 📅 Friday, 16 September 2016 at 09:00 AM

- 20 Dec '16 Select your EE proposal
- 20 Dec '16 Select your EE supervisor
- 20 Dec '16 Meet with you supervisor
- Mark approval

Submit first draft 📅 Friday, 14 October 2016 at 09:00 AM

- 20 Dec '16 First draft submitted to supervisor

Second EE Deadline 📅 Wednesday, 21 December 2016 at 09:00 AM

- 20 Dec '16 Submit your second draft
- Submit your bibliography
- Meet with supervisor

Final EE Deadline 📅 Friday, 17 February 2017 at 09:00 AM

- Submit final copy and bibliography
- Meet with your supervisor
- Complete EE cover sheet
- Mark as complete

Next, you'll be able to upload your final EE copy by clicking:

1. Choose File
2. Upload Files

The screenshot shows a calendar interface with a blue header labeled "Calendar". Below the header, there is a date selector for "FEB 17" and a notification for "Final EE Deadline" with a clock icon, stating "Extended Essay Due Friday at 9:00 AM". Underneath, there is a "To-Dos" section with four items: "Submit final copy and bibliography", "Meet with your supervisor", "Complete EE cover sheet", and "Mark as complete", each with an unchecked checkbox. Below the to-dos is a "Dropbox" section with the text "Upload Files" and a "Choose file" button next to "No file chosen". A red box highlights the "Dropbox" section, and a green circle with the number "1" is next to it. To the right of the "Dropbox" section is a blue "Upload Files" button, which is also highlighted with a red box and has a green circle with the number "2" next to it. At the bottom of the interface, there is a message "There are no related messages." and a "Post New Message" button.

Once you have uploaded your EE, you will see your submitted file(s) below the Dropbox heading.

SECTION 9 - IB DOCUMENTS

In this section, you will find all important documents that need to be used, submitted, filled out and/or signed in the course of your two-year DP programme. Those documents will be found in the following order:

- a. EE Deadlines
- b. EE Contract
- c. EE Proposal
- d. Supervisor Agreement Form
- e. EE Checklist

9.1 - Extended Essay Deadlines

Year 12 (2019-2021)

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

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 20th, 2019	Submission of EE full draft to supervisor (ManageBac) + Turnitin
October 2019	EE Second reflection to be entered on Managebac
January 20th, 2019	EE Final Submission + Turnitin

January 2020	Viva voce + Predicted Grade
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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 proposal form

You are preparing this research proposal for the dual purpose of planning your course of action and attracting a potential supervisor to want to work with you on this project. It is imperative that you successfully convince someone to work on this project with you, so you will want to make sure that this proposal is indicative of your best work! **YOU MUST TYPE THE PROPOSAL.** You may either type directly on this form (make some photocopies first, in case of errors!), or you may prepare a proposal that incorporates all the information required by this form. Write in complete sentences, correct spelling and grammatical errors, and show some real enthusiasm for your subject!! The completed Research Proposal is due to your EE Coordinator.

Student Identification

Student Name: _____

Class: _____

Subject Selection

I will write my extended essay in: _____

This subject is one of my six IB courses and is: Standard Level Higher Level

I will write my extended essay in: English French

If writing in English A Language and literature or Language B, my extended essay is in category:

Tick the correct category		
Category 1	Studies of one or more literary works originally written in the language in which the essay is presented.	
Category 2	Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation.)	
Category 3	Studies in language based on one or more texts originally produced in the language in which the essay is presented.	

Proposal

<p>Research Question:</p> <hr/>
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<p>Rationale: the reason that I wish to pursue this subject is</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Other equipment or material I expect to need:

Student Name (in print) _____

Date: _____

Student Signature: _____

Date: _____

Appendix B - Extended Essay - Supervisor Agreement

> [Form](#)

Appendix C - The Extended Essay Checklist

Use this list prior to handing in the final version of the extended essay. Check each box only after you are sure that you met the requirement(s). Your supervisor may also use this form to give you feedback on your first draft.

	ACTION	YES/NO
1	Is the essay within 4000 words?	
2	Is your title page correctly formatted as explained in the EE guide?	
3	Is there a contents page?	
4	Are all pages numbered?	
5	Do all page numbers on the contents page match the page numbers in the essay?	
6	Is your introduction titled?	
7	Is your research question (RQ) stated and in bold in the introduction?	
8	Are all diagrams, charts, and graphs labelled with title/caption and their sources cited?	
9	Are all necessary terms defined and/or explained?	
10	Is your conclusion titled?	
11	Is your research question (RQ) restated and in bold in the conclusion?	
12	Does your conclusion address unresolved issues or new questions?	
13	Is every source/reference cited using the APA style?	
14	Are your sources cited consistently and correctly?	
15	Have you included a correctly formatted Works Cited page using the	

	APA style?	
16	Does the Work Cited page include all and only the works of references you have used in the essay?	
17	Does the appendix (if applicable) only contain relevant information?	
18	Are all the materials in the appendix clearly cross-referenced within your essay?	
19	Is your reflection form complete?	
20	Are your reflection comments within the 500 words limit ?	