

**International Baccalaureate
Extended Essay Ozark High School Handbook**



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IB Learner Profile

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The extended essay at a glance:

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*.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Diploma Programme *Assessment procedures* for the session in question.
- The extended essay 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 containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students must have a supervisor for the process. Supervisors could have up to 3 students they are supervising so planning meetings early is recommended.
- Students are supported by a supervision process recommended to be 3–5 hours, 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.

The extended essay is a shared responsibility:

	Required Action
School	<ul style="list-style-type: none"> ● Ensure that the Diploma Programme and/or extended essay coordinator understands who can and cannot be a supervisor. ● Provide organizational structures that allow for three mandatory reflection sessions with the supervisor.
Extended Essay Coordinator	<ul style="list-style-type: none"> ● 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 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. ● 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.

Supervisor	<ul style="list-style-type: none"> ● Undertake three mandatory reflection sessions with the student. ● Ensure that students complete the Reflections on planning and progress form, and initial and date the form after each entry by the student. ● Provide a supervisory comment, which is used to contextualize the student's reflections. ● As a general policy, supervisors may supervise no more than three students in their caseloads. ● Exceptions may be made with IB Coordinator approval.
Student	<ul style="list-style-type: none"> ● Choose a subject from the available extended essay list. See Diploma Programme coordinator or extended essay coordinator for details. ● Ensure that the starting point for your essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes. ● Observe the regulations with regard to the extended essay, including the IB's ethical guidelines. ● Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria. ● Meet all internal deadlines set by your school in relation to the extended essay. ● Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the General regulations: Diploma Programme should there be a breach of these. ● Attend three mandatory reflection sessions with your supervisor, the last of which is the viva voce. ● Record your reflections on the Reflections on planning and progress form for submission as part of the assessment of criterion E (engagement).

A brief overview for student success on the extended essay:

Do:	Do Not:
choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality	choose a topic or research question that you have seen in exemplars and that have been done too many times before
develop a Researcher's reflection space that will facilitate planning and preparation for reflection sessions	overlook the importance of planning and how this can contribute to success in your extended essay
prepare for reflection sessions appropriately	try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.
make the most of your supervisor's availability to guide you in the process	
meet all internal deadlines	
maintain a reference list as you work	
familiarize yourself with relevant policies.	

Approximate extended essay checkpoints at Ozark High School:

Date/Deadline	Student and/or Supervisor Activities	Assignment
YEAR ONE		
September	EE coordinator presents EE requirements in TOK.	Student participates in EE Q&A and brainstorming sessions. Student offers initial suggestions for his/her subjects and topics.
October	<p>Student begins the research process under the guidance of the EE coordinator.</p> <p>Librarians discuss available resources and search engines and a visit to Drury takes place.</p>	<p>Student narrows to:</p> <ol style="list-style-type: none"> 1. A discipline; 2. A topic and a few possible RQs; 3. A supervisor
November (Beginning)	<p>Student narrows his general subject area and arranges for EE supervision.</p> <p>Student begins research and schedules needed meetings.</p>	<p>MB: Subject area, supervisor, and a "research proposal";</p> <p>Arranges a conference and meets with the supervisor to discuss specific articles and sources found and refine the topic and research questions.</p>
November (End)	Student refines research question, continues research and begins the Bibliography .	<ol style="list-style-type: none"> 1. Updates ManageBac to include a specific topic and research question; 2. Bibliography with eight sources complete
December	<p>Student continues research under the guidance of the EE coordinator and supervisor.</p> <p>Student identifies 15-20 sources, develops a plan of investigation, and begins outlining the essay.</p>	<ol style="list-style-type: none"> 1. Uploads specific research question (MB) 2. Uploads a Bibliography (15-20 sources) 3. Student has met and discussed plan of investigation, outline, and current developments with supervisor
January	Student continues research and begins drafting the first draft of the EE.	<ol style="list-style-type: none"> 1. Student continues to modify outline; 2. Student continues to collect research; 3. Student submits 1500 words for review.

February	EE coordinator meets with students in TOK to evaluate good/bad extended essays and to use the EE rubric. Student and supervisor meet to discuss draft.	<ol style="list-style-type: none"> 1. Student submits 2500 words for review; 2. Student reviews EE rubric and EE samples.
March	Student concludes work on first partial draft.	1. Student submits 3500 words for review;
April	Student and supervisor meet for a 30 minute to 1 hour reflective conference on the first draft.	<ol style="list-style-type: none"> 1. Student submits first full APPROVED AND SUBMITTABLE draft; 2. Student submits full bibliography.
May	Student continues revisions from spring conferences with supervisor.	1. Student takes supervisor notes for editing and revising over the summer.
YEAR TWO		
October	Student completes second draft, based on notes and suggestions from the supervisor.	<ol style="list-style-type: none"> 1. Student submits second full draft; 2. Schedules Viva Voche
December	Student completes cover sheet with supervisor and reflects on his/her essay and the process of writing (exit interview).	1. Student arranges a conference with the supervisor and meets for the exit interview.

The role of external mentors in the extended essay:

Ideally, students should carry out the research for the essay solely under the direction of a school supervisor and within the school. However, in circumstances where the school deems it appropriate, students may undertake their research at an institute or university under the guidance of an external mentor. This must be with the agreement of the school, and the external mentor must be provided with a letter outlining the nature of the extended essay and clear instructions about the level of guidance that is permitted. Schools are responsible for ensuring that these external mentors are aware of the limits of their role in providing this service. It is important to note that if this is the case the student must be allocated a supervisor within the school and undertake his or her reflection sessions with this person. Only a supervisor within the school is permitted to complete the reflection process for the extended essay with the student and provide both signature and comments on the Reflections on planning and progress form (RPPF). The nature of these comments may be informed by the external mentor but must not be provided by them. For further clarification please see the accompanying teacher support material.

The letter, which must be electronically signed by the external mentor, must be inserted in the appendix of the essay as part of the document file rather than as a separate document. If a student has had an external mentor, this signed letter is an important part of the authentication of the essay.

As the extended essay is an independent task and a formal assessment component, students must not receive assistance with any aspect of the research, writing or proofreading of the extended essay beyond that which is permitted through their supervisor. If a supervisor suspects that the extended essay submitted for assessment by a student could not have been completed without assistance they are required to bring this to the attention of the Diploma Programme/extended essay coordinator, who in turn must inform the IB. This may then be investigated as a possible case of academic misconduct.

An overview of all extended essay components:

Extended Essay
External Assessment
Self-Generated Essay Title 4,000 Word Limit
EE Grade Boundaries: <ul style="list-style-type: none">● A: 29-36● B: 23-28● C: 16-22● D: 8-15● E: 0-7
Subject Options: <ul style="list-style-type: none">● Biology● Physics● Psychology● English: Group One (Three Categories)● Language: Group Two (Spanish; French)● Math● History● World Studies● Interdisciplinary
Structure: <ol style="list-style-type: none">1. Title Page2. Contents page3. Introduction4. Body: this needs to focus on a reasoned argument5. Conclusion6. RRF (500 words)7. References and Bibliography8. Appendices: the examiner is not required to read this

General Emphasis for Evaluator:

1. Research question
 2. MLA Formatting
 3. Sources
 4. Argumentation
- **NOTE: Repeat the question, verbatim, on the title page, and the in the introduction.**

The Research Question:

Should open with one of the following phrases:

- Account for...
- How...
- To what extent...
- Why...
- To what degree...
- In what ways...
- If/then...

Developing the Research Question:

1. General Subject: (Group 1, 2, 3, 4,...)
2. Topic
3. Argument
4. Counter Argument
5. Research Question One
6. Research Question Two
7. You must use two different question stems.

***Supervisors must be at our high school and it is essential that the content over which the essay is being written is in the course curriculum: Biology, Chemistry, Economics, English Literature, French, Geography, History, Mathematics, Music, Spanish, Theater, Visual Arts, etc.**

The Viva Voce:

(A Verbal Interview)

1. What did you enjoy writing about? Not enjoy writing about?
2. What would you recommend to the upcoming juniors who are beginning this process?
3. *Viva Voce* Live: this will take several class periods and will serve as a time of reflection for the entire class.
4. **The *viva voce* is required to take place in a one-on-one context.**

5. Lasts between 10-15 minutes
6. Concludes the EE process and provides an opportunity for reflection.

Ways To Get More Points in Each Category:

A: Research Question (2):

- Must be clearly stated in the introduction or on the title page. **It is best to state the research question on both, verbatim. Also, put the research question in bold in both.**

B: Introduction (2):

- Include research question in introduction
- Must explain the significance of topic
- Include **WHY** RQ is worthy of investigation

G: Use of Language (4):

- Language communicates clearly and precisely. Terminology appropriate to subject is used accurately, with skill and understanding.
- **Probably best just not to use first person at all.** Avoid colloquial language (see elements of style online for this).
- **Do not allow students to deal with a topic that isn't taught in the school.**

H: Conclusion (2):

- Must be clearly stated.
- All students really should use headings in your paper. It helps their final scores.
- Must be relevant to RQ and research presented in the paper.
- **Should include unresolved questions** where appropriate to the subject concerned.

I: Formal Presentation (4):

- Does layout, organization, appearance, and formal elements of the essay consistently follow a standard format?

Formal Elements Include:

1. title page
2. table of contents
3. page numbers
4. illustrative materials
5. quotations
6. documentation
7. citations
8. Etc.

J: Abstract (2):

- **The abstract cannot go over 300 words.**
- Should examine development of EE argument and importance of conclusions reached.
- Must clearly state:
 - Research question
 - Investigation- how it was conducted
 - Conclusions reached

K: Holistic Judgment (4):

- Assess qualities that distinguish an essay from the average-- intellectual initiative, depth of understanding, and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.
 - "The essay shows considerable evidence of such qualities."
 - Supervisor's comments on cover sheet are critical.

Valuing academic honesty within the OHS and the IB:

In addition to adhering to all aspects of [Ozark IB Academic Honesty Policy](#), all students undertaking an extended essay must understand the relevant policies related to ethical guidelines for carrying out research.. Additionally, students must ensure 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.