Extended Essay Information Booklet

Student Name: ____________________

MAY 2012 Examination Session
Brent International School Manila would like to assist its IB diploma candidates to successfully research, write, submit, and discuss their Extended Essay paper. The Extended Essay is one of the core subjects of the IB Diploma Programme. Students need to produce a research paper of 4000 words over 40 hours of independent, in-depth study in a subject that particularly interests the candidates. Since you learn in-depth in the higher level courses, our recommendation is for you to write your Extended Essay in one of your higher level courses.

Candidates will need to have an Extended Essay supervisor—a teacher at school—whose main goal is to guide the candidates in the research and writing of the EE paper and comment but not edit the paper. The guidance provided by the EE supervisor should be 2-5 hours and at the end conduct an exit interview. The results of the exit interview may help the EE supervisor in providing meaningful comments at the end of the process. The EE supervisor also authenticates student work. With many ways of monitoring student work, students are expected to be academically honest at all times.

It is important that students remain committed to the writing of their Extended Essay paper. We are providing students a contract or Extended Essay Outline Form (found on page 21) that students will have to discuss thoroughly with their EE supervisor. Please take note of the following dates relative to the submission of contract:

- **Monday, 10 January to Friday, 14 January:** Distribution of EE Info Booklet
  - EE Cycle in TOK
  - EE Outline Form (EEOF)/Contract is on page 21.
  - Check out Extended Essay Subject Guide from the Textbook center

- **Thursday, 13 January and Friday, 14 January:** teachers teaching HL will discuss expectations and Quality of successful EE in their specific subjects

- **Tuesday, 01 February:** Submit EEOF to the IB office (Fill out only the info about you and the area of investigation within the subject)

- **Wednesday, 02 February:** HOD’s receive EEOF for distribution to faculty members.

- **Wednesday, 09 February:** Announcement of EE supervisor to candidates

- **Thursday, 10 February to Thursday, 17 February:** Students create plan of inquiry, consideration, thoughts, and deadlines with the assigned EE supervisor (you may refer to pages 22-23 for deadlines options and agenda)

- **Friday, 18 February:** Submission of completed Form EEOF/Contract to the IB office.

Extended Essay Progress report will be given to parents in **March of Grade 11** and **October** the following year of **Grade 12**.
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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.

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

Definition of Terms:

Bibliography: an alphabetical list of every source used to research and write essay. (EE Subject Guide. March 2007. P.16)

Citation: a shorthand method of making a reference in the body of an essay, which is linked to the full reference at the end of the essay. (EE Subject Guide. March 2007. P.18)

Extended Essay- is one of the three core requirements of the IB Diploma Programme. A diploma student produces an in-depth, independent research paper in a subject that interests him/her under the guidance of an Extended Essay supervisor.

Extended Essay supervisor: a teacher at school who supports, provides advice, guides the students in the skills of undertaking research, and reads and comments on the first draft only of the Extended essay BUT does not edit the draft. The detailed responsibilities of the EE supervisor are found on pages 5 and 6.

Deadlines: The time by which something must be completed and submitted. (The IBO supports the IB schools in the implementation of deadlines. Non-compliance to the deadlines is a failing condition.)

Draft: A copy of the 4000-word Extended Essay paper that contains the following:
  • Title Page
  • Abstract (300 words)
  • Contents page
  • Introduction
  • Body (development/methods/results)
  • Conclusion
  • References and Bibliography
  • Appendices

MLA (Modern Language Association): Brent’s major documentation style.

Reference: is a way of indicating to the reader, in an orderly form, where information has been obtained. (EE Subject Guide. March 2007. P.17)

“FAILURE TO COMPLY WITH THE REQUIREMENT ON BIBLIOGRAPHIES, REFERENCES, AND CITATIONS WILL BE VIEWED AS PLAGIARISM AND WILL, THEREFORE, BE TREATED AS A CASE OF MALPRACTICE.”
THE EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in 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 recommended that completion of the written essay is followed by a short concluding interview, or viva voce, with the supervisor.

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

- compulsory for all Diploma Programme students
- 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
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the Vade Mecum
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or viva voce, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

The extended essay and the IB learner profile

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.

Students and teachers familiar with the IB Middle Years Programme (MYP) will find that the extended essay is a natural progression from the MYP personal project.
THE EXTENDED ESSAY

Responsibilities of the school

It is required that the school:

- ensures that extended essays conform to the regulations outlined in this guide
- ensures that students determine the subject for their extended essay from the approved extended essay list (in the Vade Mecum) before choosing the topic
- ensures that each student has an appropriately qualified supervisor, who is a teacher within the school
- provides supervisors and students with the general and subject-specific information, and guidelines for the extended essay, contained in this guide
- provides supervisors with recent extended essay subject reports
- ensures that supervisors are familiar with the IBO document Academic honesty
- explains to students the importance of the extended essay in the overall context of the Diploma Programme
- explains to students that they will be expected to spend approximately 40 hours on their extended essay.

It is strongly recommended that the school:

- sets internal deadlines for the stages of producing the extended essay, including provision for a concluding interview (viva voce)
- ensures that students have been taught the necessary research skills
- provides appropriate training for supervisors.
THE EXTENDED ESSAY

Responsibilities of the supervisor

It is required that the supervisor:

- provides the student with advice and guidance in the skills of undertaking research
- encourages and supports the student throughout the research and writing of the extended essay
- discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- ensures that the chosen research question 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 the student
- reads and comments on the first draft only of the extended essay (but does not edit the draft)
- monitors the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity
- submits a predicted grade for the student's extended essay to IBCA
- completes the supervisor's report (if the extended essay cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school)
- provides an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances
- writes a report and presents it to the school's Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft.

It is strongly recommended that the supervisor:

- reads recent extended essay reports for the subject
- spends between three and five hours with each student, including the time spent on the viva voce
- ensures that the chosen research question is appropriate for the subject
- advises students on:
  - access to appropriate resources (such as people, a library, a laboratory)
  - techniques of information/evidence/data-gathering and analysis
  - writing an abstract
  - documenting sources
THE EXTENDED ESSAY

- conducts a short, concluding interview (viva voce) with the student before completing the supervisor's report.

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

Outline

Responsibilities of the student

It is required that students:

- choose a topic that fits into one of the subjects on the approved extended essay list (in the Mades Mecum)
- observe the regulations relating to the extended essay
- meet deadlines
- acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as their research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met (for example, all students should get full marks for the abstract).
Recommended: things to do

Examiners' reports frequently emphasize the following positive steps.

Before starting work on the extended essay, students should:

- read the assessment criteria
- read previous essays to identify strengths and possible pitfalls
- spend time working out the research question (imagine the finished essay)
- work out a structure for the essay.

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice
- record sources as they go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that can be answered if there is a problem with the original topic
- use the appropriate language for the subject
- let their interest and enthusiasm show.

After completing the essay, students should:

- write the abstract
- check and proofread the final version carefully.
THE EXTENDED ESSAY

Advice to students from examiners

Recommended: things to avoid

Examiners' reports also mention these things to be avoided at all costs.

Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within 40 hours/4000 words. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students should not:

- forget to analyse the research question
- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the Internet uncritically
- plagiarize
- merely describe or report evidence must be used to support the argument
- repeat the introduction in the conclusion
- cite sources that are not used.

One further piece of advice is as follows: the more background a student has in the subject, the better the chance he or she has of writing a good extended essay. Choosing to write the extended essay in a subject that is not being studied as part of the Diploma Programme often leads to lower marks.
It is recommended that teachers advise their students about researching and writing the extended essay as follows.

The research process

When researching the extended essay, students should do the following.

1. Choose the approved Diploma Programme subject for the extended essay.
   - Read the assessment criteria and the relevant subject guidance.
2. Choose a topic.
3. Formulate a well-focused research question.
4. Plan the investigation and writing process.
   - Identify how and where they will gather material.
   - Identify which system of academic referencing they will use, appropriate to the subject of the essay.
   - Set deadlines for themselves that will allow them to meet the school’s requirements.
5. Plan a structure (outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction.
6. Undertake some preparatory reading.
   - If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.
7. Carry out the investigation.
   - The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next.
   - Students should be prepared for things to go wrong. Sometimes they may discover something later in the investigation that undermines what they thought had been established earlier on. If that happens, the investigation plan needs to be revised.
THE EXTENDED ESSAY

Researching and writing the extended essay

Writing the extended essay

The structure of the essay is very important. This will help students to organize the argument, making best use of the evidence gathered.

The required elements of the final work to be submitted are listed here. More details about each element are given in the 'Formal presentation of the extended essay' section. Please note that the order in which they are presented here is not necessarily the order in which they should be written.

- Title page
- Abstract
- Contents page
- Introduction
- Body (development/methods/results)
- Conclusion
- References and bibliography
- Appendices

Students should use the chosen system 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. Most modern word processors are helpful with this.

Some students draft the introduction first. If students do that, they must be prepared to revise it once the essay is complete.

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 most subjects, sub-headings 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).

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 should not be included in appendices or footnotes/endnotes. The examiner is not bound to read notes or appendices, so an essay that is not complete in itself will lose marks.

The remaining stages in writing the essay take time but are not difficult. Students need to check that they have cited sources for all material that is not their own, and that the citations are complete and consistent with the chosen referencing system. The bibliography should list only the sources used in the essay. The whole essay needs to be proofread carefully (computer spelling and grammar checkers are useful but will not do everything). Pages must be numbered and the contents page must be completed. The abstract is normally written last.
THE EXTENDED ESSAY

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The use of word processors is encouraged.

The length of the extended essay

The upper limit is 4,000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:

- the abstract
- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices.

Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

Students writing their extended essay in Japanese or Chinese should use the following conversions.

Japanese: 1 word = approximately 2 Japanese characters
Chinese: 1 word = approximately 1.2 Chinese characters

Title

The title should provide a clear indication of the focus of the essay. It should be precise and not necessarily phrased in the form of a question.

Abstract

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last.
THE EXTENDED ESSAY

Formal presentation of the extended essay

The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are for it to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the extended essay.

The abstract should be typed or word processed on one side of a sheet of paper, and placed immediately after the title page.

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

Bibliographies, references and citations

An extended essay must reflect intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and referencing. Producing accurate citations, referencing and a bibliography is a skill that students should be seeking to perfect. Documenting the research in this way is vital, it allows readers to evaluate the evidence for themselves and it shows the student's understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice.

What is a bibliography?

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgment. The bibliography should list only those sources cited.
There are a number of different documentation styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor should help the student decide on a style for the particular subject of the essay. It is important to remember that, whatever style is chosen, it must be applied consistently. When choosing the documentation style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The documentation style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

**Major documentation styles**
The following are examples of acceptable documentation styles.

- American Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago/Turabian
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA)
- Numbered references

Finding information about such systems is not difficult. Entering a string such as "academic referencing" into an Internet search engine will bring up lots of useful material. Reputable university sites often allow comparison of several different systems (and do not usually disappear overnight). One such example (accessed 13 March 2006) is http://www.wisc.edu/writing/Handbook/Documentation.html. There are numerous other online guides to creating bibliographies, as well as printed writers' handbooks.

**What is a reference?**
A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, e-mails, Internet sites and interviews.

Internet references should include the title of the extract used as well as the web site address, the date it was accessed and, if possible, the author. Caution should be exercised with information on web sites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its sources needs to be evaluated.

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.
THE EXTENDED ESSAY

Formal presentation of the extended essay

What is a citation?
A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular documentation style that has been chosen. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Appendices, footnotes and endnotes
Appendices, footnotes and endnotes are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

Unless considered essential, complete lists of raw data should not be included in the extended essay.

Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.
This extended essay schedule gives general dates. Depending on what you and your supervisor agree upon, the general dates you set may differ.

Most of the meetings with your supervisor will be 20–30 minutes.

Specific dates for presentation and formal interview will be arranged between you and your EE supervisor/advisor nearer to the final submission date.

| January, week 2 | Introduction to the extended essay  
|                | Higher Level classes introduce EE in their classes for 15-20 minutes. |
| January, week 4 | Select a subject area and a supervisor.  
|                | Complete the Extended Essay Outline Form/Contract and return it to the IB coordinator. |
| February, week 2 | Meeting 1 with your supervisor  
|                | Discuss suitable areas of research. Create your plan of inquiry, thoughts, and set deadlines with your EE supervisor. Before your next meeting you should read the support booklets you have been given, including: The IBO’s Guide to the Extended Essay. |
| March 5, Friday 3:00-9:00 PM (MANDATORY) | EE workshop  
|                | • IB General Regulations for May 2010 session  
|                | • Role and Responsibilities of School, supervisor, and students  
|                | • Research process  
|                | • Writing Process  
|                | • Structure of the EE |
| March, week 2 | Meeting 2 with supervisor  
|                | Your supervisor will review with you the following:  
|                | • the subject-specific criteria and the general criteria from the IBO’s guide to the extended essay  
|                | • key points on conducting research  
|                | • the reading/research that you have completed, thus far.  
|                | You should now:  
|                | • refine your area of study  
|                | • work out a reading bibliography/list of equipment required  
|                | • set goals for the next meeting – this should include creating a skeleton structure for your essay |
| March, week 3 | Workshop on research skills and referencing  
|                | This is an additional workshop for those who feel they still need support in this area. Dates to be decided. |
| April, week 2 | Meeting 3 with supervisor (progress and planning meeting).  
|                | Decide on a title. Did you reach the goals set in the last meeting? Set new goals. These should include further reading/analysis/research/experimentation. Outline your PowerPoint presentation to your supervisor. Plan what you need to do over the Easter vacation. |
| May, Week 1 | Meeting 4 with supervisor, and presentation.  
|                | You will need to prepare a 5–10 minute PowerPoint presentation on your extended essay. Your presentation will be in front of other students, your supervisor, and the IB coordinator. Your presentation should include: your aim, hypothesis, sources of information/experiment details, areas of concern, a skeleton outline, from title page
<table>
<thead>
<tr>
<th>Month</th>
<th>Week/Day</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>May</td>
<td>Week 2</td>
<td>Report home to parents from supervisor. This report outlines the progress the student has made and what she or he needs to do over the summer vacation.</td>
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<tr>
<td>Summer</td>
<td>vacation¹</td>
<td>Complete draft by next meeting. Your supervisor may ask you to keep in contact via email over the summer.</td>
</tr>
<tr>
<td>August</td>
<td>First</td>
<td>Submit products of the weekend workshop (two hard copies and one soft copy [electronically]) to supervisor.</td>
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<td></td>
<td>Weekend</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>week 2</td>
<td>Meeting 5 with supervisor and formal interview. Your supervisor will provide comments to help polish the first draft of the essay due in November.</td>
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<td></td>
<td>week 3</td>
<td>Report home to parent from supervisor. Report highlights progress made and work still to be done.</td>
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<tr>
<td>October</td>
<td>week 1</td>
<td>Follow up of the first draft. Provide your supervisor with the Turnitin.com plagiarism report.</td>
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<tr>
<td>November</td>
<td>week 2</td>
<td>Meeting 6 with supervisor. Submit complete first draft. The first draft (equivalent to the second draft expectations) must be complete, properly structured with completed citations, abstract already included, and with candidate name and IB number on every page.</td>
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<td></td>
<td>Week 3</td>
<td>Supervisor returns first draft-</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td>Follow up submission of soft copy to Turnitin.com</td>
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<tr>
<td>January</td>
<td>Friday of</td>
<td>Submit final copy of your extended essay. You should give two hard copies and one soft copy of your essay to the supervisor.</td>
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<td></td>
<td>Week 1</td>
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THE EXTENDED ESSAY

Extended Essay Outline Form/Contract
(Form EEOF/Contract)

First Deadline: Due for submission on 01 February 2011

Subject Registration and Area of Investigation Form

Once you have decided upon an area of investigation, please complete the form below and submit it to the IBDP Coordinator. This form will then be given to the head of the department who will later on assign you with a supervisor.

Name: ___________________________ IB Subject of the Extended Essay: ___________________________
Do you study this subject as part of your Diploma? ___Yes ___No This subject is my HL ___Yes ___No

Area of Investigation within the subject: (Due on 01 February 2011)

To be returned to you on 09 February 2011. Continue to talk to your EE supervisor and complete the box below.

Plan of Inquiry, Consideration, and Thoughts on the Subject (Please include summer break): You have to set your own deadlines with your EE supervisor. What specific aspects of the topic draw your interest? Why do you find them interesting? YOU MAY USE THE BACK PAGE IF THIS SPACE IS NOT ENOUGH. (DUE on 19 February 2011)

Please sign below. Your signature confirms that you have read, understood, and accepted the IB Extended Essay Guidelines and timetable of deadlines set out by BRENTH INTERNATIONAL SCHOOL MANILA.

Student Signature Over Printed Name ___________________________ Parent Signature Over Printed Name ___________________________ 01 February 2011

Proposal accepted? ___Yes ___No
If no, please explain:

________________________ /18 Feb 2011 ___________________________ /18 February 2011
Head of Department/Date Supervisor/Date
Signature Over Printed Name Supervisor’s Signature Over Printed Name

________________________ /18 February 2011 ___________________________ /18 February 2011
Extended Essay Coordinator/Date Maria Cristina R Pozon/Date
EE Coordinator’s Signature Over Printed Name IBDP Coordinator

________________________ /18 February 2011
Mr Jason J Atkins
Upper School Principal
Use these pages to keep track of the compulsory meetings with your supervisor, questions you wish to raise, and tasks that you need to complete.

At each meeting ask your supervisor to sign and indicate how many minutes he or she has spent with you.

**Please note:** the IBO states that the amount of support given by the supervisor should not total more than 5 hours.

If you need to have extra meetings with your supervisor, use the ‘Notes’ section at the end of this document to record information and how long the session lasted.

### Meeting 1 (February, week 2/3)

Questions...

<table>
<thead>
<tr>
<th>My tasks for the spring break are...</th>
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<tbody>
<tr>
<td>Supervisor’s initials:</td>
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<td>Date:</td>
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<tr>
<td>Time spent: mins</td>
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</table>

<table>
<thead>
<tr>
<th>Noted area of research:</th>
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</table>

### Meeting 2 (March, week 2)

Questions...

<table>
<thead>
<tr>
<th>My goals for the next meeting are...</th>
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<tbody>
<tr>
<td>Supervisor’s initials:</td>
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<tr>
<td>Date:</td>
</tr>
<tr>
<td>Time spent: mins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discuss resources with librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor’s initials:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Time spent: mins</td>
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</tbody>
</table>

### Meeting 3 (April, week 2) progress and planning meeting

Questions...

<table>
<thead>
<tr>
<th>My tasks for the summer vacation are...</th>
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<tbody>
<tr>
<td>Supervisor’s initials:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Time spent: mins</td>
</tr>
</tbody>
</table>

### Meeting 4 (May, week 1): presentation

Feedback on my presentation ...

Title:
### Meeting 5 (September, week 2): formal interview
Feedback on my formal interview ...

### Meeting 6 (November, week 1)
Questions/concerns ...

### Final report from turnitin.com to be sent off together with essay to the IBO

(Adapted with permission from: Dr. Marc van Loo, EBM, www.ib-help.com)
THE EXTENDED ESSAY

**General Criteria Checklist.**

(based on a version devised by Ian Dorton, chief examiner of economics for the IBO)

**Note:** Marks given for the general criteria constitute two-thirds of the total marks for the essay. Getting students to focus on the areas below is one of the easiest ways to improve their scores.

The majority of the points below are pertinent to all extended essay programmes. The IBO does not stipulate any one system of referencing sources. Points 6 and 9, however, have been included to reinforce the fact that a school needs its own consistent system of referencing.

<table>
<thead>
<tr>
<th>Point</th>
<th>Action</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the essay within 4000 words?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is there a Contents page?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Are all pages numbered?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Are all necessary terms defined/explained?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is every reference cited in a footnote?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are your references cited <em>consistently</em> and <em>correctly</em>?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Does the Bibliography include <em>all and only</em> the works of reference you have consulted?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Does the Bibliography specify <em>author(s), title, and date of publication and publisher</em> for every reference?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Are the Bibliography sources cited <em>consistently</em> and <em>correctly</em>?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Does the Appendix contain only relevant information?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Are all references to the Appendix clearly <em>cross-referenced</em> and <em>labeled</em>?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Is your research question stated on the title page?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Is your research question stated and in bold in the Introduction?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Is your research question restated and in bold in the Conclusion?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Does your Conclusion address unresolved questions?</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Does your Conclusion address new questions that have emerged?</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Are your <em>Introduction</em> and <em>Conclusion</em> titled?</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Is your Abstract within 300 words?</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Does your Abstract contain the <em>research question</em> (in bold), the <em>scope of the investigation</em> and <em>the conclusion reached</em>?</td>
<td></td>
</tr>
</tbody>
</table>

* tailored according to the school’s common referencing system

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**THE EXTENDED ESSAY**

Extended Essay Evaluation Form

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Achievement Level</th>
<th>Draft 1</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Research Question:</strong></td>
<td>0-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Introduction:</strong> Relates to existing knowledge and explains significance of investigation</td>
<td>0-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Investigation:</strong> Planning and range of sources consulted</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Knowledge and understanding of the topics studies:</strong> placed in academic context</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Reasoned argument:</strong> Logical, coherent presentation of ideas</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F. Application of analytical and evaluative skills appropriate to the subject:</strong></td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G. Use of Language:</strong> Terminology appropriate to the subject</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H. Conclusion:</strong> Relevant to the research question and consistent with the evidence presented</td>
<td>0-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I. Formal presentation:</strong> Title page, table of contents, page numbers, illustrations, quotations, bibliography, appendices, under 4000 words</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>J. Abstract:</strong> Under 300 words with research question, how investigation was done and conclusion(s)</td>
<td>0-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K. Holistic judgment:</strong> Intellectual initiative, depth of understanding and Insight</td>
<td>0-4</td>
<td></td>
<td></td>
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</tbody>
</table>

**Total Extended Essay Score:** 0-36

**Grade Boundaries:**
- E: 0-8
- D: 9-16
- C: 17-24
- B: 25-29
- A: 30-36

**Plagiarism Detected:**
- First Draft: Yes □ No □
- Final Paper: Yes □ No □

**Comments:**

---

25
THE EXTENDED ESSAY

List of Possible EE supervisors (Based on 2010-2011 roster of teachers)

“It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate. A relative of the candidate or a person who is not a teacher at the school cannot undertake the role of the supervisor.”  Handbook of Procedures 2008 Page E1.3 Regulations

<table>
<thead>
<tr>
<th>English A1</th>
<th>English B</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mrs Mary Meikle</td>
<td>1. Mrs Marge Alcantara</td>
<td>1. Ms de Blegiers</td>
</tr>
<tr>
<td>2. Fr Joe Mock</td>
<td>2. Ms Doanne Arguelles</td>
<td>2. Mr James Richmond</td>
</tr>
<tr>
<td>3. Mr Jeffrey Nolan</td>
<td>3. Mr James Richmond</td>
<td>3. Mr Meikle</td>
</tr>
<tr>
<td>5. Mr James Richmond</td>
<td>5. Mr Lou Trajano</td>
<td>5. Mr Lou Trajano</td>
</tr>
<tr>
<td>6. Mr Jason Atkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mr Jeff Nolan</td>
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<td></td>
</tr>
<tr>
<td>8. Mr Lou Trajano</td>
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<tr>
<td>9. Mrs Danielle Richmond (LS)</td>
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<table>
<thead>
<tr>
<th>Korean A1</th>
<th>Spanish</th>
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<td>1. Mrs K Lee</td>
<td>1. Fr Joe Mock</td>
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<tr>
<td></td>
<td>2. Sra Guevara</td>
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<td>3. Sr Bugarin</td>
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<th>Filipino</th>
<th>Chinese B</th>
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<tbody>
<tr>
<td>1. Dr Arth Casanova</td>
<td>1. Ms Peach Huang</td>
</tr>
<tr>
<td>2. Sr Noel Bugarin</td>
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<table>
<thead>
<tr>
<th>Business and Management</th>
<th>Economics</th>
<th>History</th>
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<tr>
<td>1. Ms Grace Blancaver</td>
<td>1. Mr Roy Buensuceso</td>
<td>1. Mr Joseph Levno</td>
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<tr>
<td>3. Mr Roy Buensuceso</td>
<td>3. Mrs Jennifer Wallace</td>
<td>3. Fr Joe Mock</td>
</tr>
<tr>
<td>4. Mr Goeffrey Green</td>
<td>4. Miss Nicole Pelino (LS)</td>
<td>4. Mr J Richmond</td>
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<tr>
<td>5. Mr Glyn Lewis</td>
<td>5. Mr Kurt Lamb</td>
<td>5. Mr Kurt Lamb</td>
</tr>
<tr>
<td></td>
<td>6. Mr Glyn Lewis</td>
<td>6. Mr Zeigler</td>
</tr>
<tr>
<td></td>
<td>7. Mr Glyn Lewis</td>
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<th>ITGS</th>
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<th>Psychology</th>
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<td>1. Mr R Castaneda</td>
<td>1. Mr Geoffrey Green</td>
<td>1. Ms Imon Monzon</td>
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<tr>
<td>2. Mr A Fulo</td>
<td>2. Mr Kurt Lamb</td>
<td>2. Mr Ericson Perez</td>
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<td>3. Mrs Tess Selga (MS)</td>
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<td>4. Mrs Alcantara</td>
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<td>5. Ms P Varanal</td>
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<td>Biology</td>
<td>Chemistry</td>
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<tr>
<td>1. Mr Mark Palmer</td>
<td>1. Mrs Jena Jance</td>
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</tr>
<tr>
<td>2. Ms Wanie Sepasi</td>
<td>3. Mr Ericson Perez</td>
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**Physics**

1. Mr Jonathan Carlson  
2. Mr Peter Yap

**Mathematics**

1. Ms Margaret Davies  
2. Mrs Annabelle Laroco  
3. Mrs Laura Murray  
4. Mr John Whalley  

**Music**

1. Mrs L Floresca  
2. Mrs Annie Ramos (LS)  
3. Mr Paul Leggatt

**Theatre**

1. Dr Arth Casanova  
2. Mrs L Floresca  
3. Mr Elisues Pangiraj  
4. Mr Nicholas Zeigler

**Visual Arts**

1. Miss Joy Cachola  
2. Mrs Sue Pereira
## The diploma points matrix

<table>
<thead>
<tr>
<th>Extended Essay</th>
<th>Theory of Knowledge</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>+3</td>
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<td>+3</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>-2</td>
</tr>
<tr>
<td>E</td>
<td>-1 F*</td>
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</table>

F* From 2010 onwards 28 points overall will be required to be eligible for the diploma if a student attains an ‘E’ grade in either the extended essay or theory of knowledge.

As previously, a grade ‘A’ in one of the requirements earns an extra point even if the other is a grade ‘E’.

Attaining a grade ‘E’ in both the extended essay and theory of knowledge continues to represent an automatic failure.