



SHINE UE SCHOOL

EE HANDBOOK FOR STUDENTS



EXTENDED ESSAY HANDBOOK

For the students graduating in 2021 and thereafter



SHINE UE SCHOOL

2020-2022

IB Mission Statement

The International Baccalaureate Organization 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 IBO 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.

Shine Ue School Mission Statement

We aim to develop active, compassionate and responsible learners who approach everything they take on with great sincerity while promoting the development of one's native language and a preservation of one's own heritage. Our programs are developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens with respect to other cultures and backgrounds.

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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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Dear Students,

Congratulations for continuing on the path toward the International Baccalaureate Diploma Programme and congratulations on becoming an International Baccalaureate diploma programme candidate!

Over the next year and a half, you will be required to write an Extended Essay (EE), which is a compulsory component of the IB Programme.

Researching and creating your EE will be one of the more empowering academic experiences you will have at the Shine Ue School. This essay is designed to give you an opportunity to do critical research on a subject you are interested in. The experience and skills you will take from your EE project will reward you many times over in university and beyond. Almost all university courses will require you to construct research papers similar to an EE.

You have many responsibilities and tasks to fulfill as a diploma candidate, and it is critically important that you approach the EE with as much discipline and enthusiasm as the other requirements.

Once you have chosen the general subject for your EE, you will ask a teacher to act as your EE supervisor. This teacher must agree to the arrangement and should have in-depth knowledge of the subject you have chosen to research. Any teacher in the Shine Ue School can be a supervisor.

This handbook was made to help you start on the right track and to provide a helping hand along your EE path.

Best of luck through your EE process and remember that careful planning will help you to make it a much more pleasant experience. Take an advantage of the assistance of your supervisor and the coordinator.

We will be glad to help you!

Sincerely,

*Khandjav.T
IB DP Coordinator*

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The nature of the Extended Essay

According to the IB extended essay (EE) guide, “The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Such topics can range from focused, in-depth analyses of specific elements of a subject to critically evaluating responses to issues of global significance in the case of the world studies extended essay.

Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.” (EE guide, 2017)

In brief the EE 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 students in cooperation with an EE supervisor for the subject
- normally written on one of the six subjects you are currently studying as part of your DP. However, if a student is willing and able, they can choose a DP subject not offered by the school
- 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
- the result of continuous work done by students throughout the Diploma Programme.

The subjects of the Extended Essay

It is recommended to identify a subject of your EE before you choose a topic within this subject. And your subject teacher will be your EE supervisor.

You may write your EE on any DP subject offered by the DP at Shine Ue School. The available subjects are:

<i>Group 1: Studies in Language and Literature</i>	Mongolian A: Literature
<i>Group 2: Language Acquisition</i>	English B
<i>Group 3: Individuals and Societies</i>	Business Management History
<i>Group 4: Experimental Sciences</i>	Biology Chemistry Physics
<i>Group 5: Mathematics</i>	Mathematics

Group 6: Arts or any other subjects from Group 3&4	Business Management History Biology Chemistry Physics
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You may also choose a subject that is not offered by Shine Ue School. In this case you should consult with your DP coordinator in order to determine your EE supervisor.

The topic of the Extended Essay

The following questions may be helpful to review as you begin choosing your topic.

- Does my topic fall into one and only one subject area?
- Is my topic narrow enough to be effectively treated in a 4000-word essay?
- Am I writing in a subject area of which I am already knowledgeable?
- Is there sufficient information available on my topic?
- Will I be able to process the information that I find on my topic?

Think of at least 3 topics of your preference within your chosen subject, and consult with your EE supervisor and DP coordinator to pick one that is suitable to make a research and present the results.

The research, planning and writing of the Extended Essay Research

When researching the EE, you should do the following:

- Read ***the assessment criteria*** and the relevant ***subject-specific guidance*** on the EE guide, the IB's ethical guidelines and other associated policies where relevant, such as those related to animal experiments
- Set up the *Researcher's reflection space* (RRS) and use this as the key planning and reflection tool for the EE process
- Undertake extensive *background reading* on the chosen topic
- Formulate a *preliminary research question*. Try to incorporate an IB *command term* in the research question if possible. You will see the table below which can help you to create an effective research question (the information is taken from the English School of Mongolia Extended Essay guide):

Subject	Basic Research Question	Better Research Question
English	How are women represented in the Lighthouse?	How and what effect does Virginia Woolf represent female voice and agency In To the Lighthouse?
Business Management	Should the Walt Disney Company modify its hiring and training policies and procedures at the Shanghai Disney Resort to reflect differences in Chinese labor law and cultural expectations?	Should the Walt Disney Company change its corporate human resources policies at the Shanghai Disney Resort?

Math	How does mathematics help navigation using the stars and satellites?	What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now that we have man-made satellites?
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- Together with your EE supervisor, set the deadlines for yourself that will allow you to meet the school's and IB requirements
- Draw up a plan outline for the research and writing process. This should include a timeline
- Begin to identify how and where you will gather source materials for your research
- Identify which system of academic referencing you will use, appropriate to the subject of the essay (Shine Ue School promotes the MLA style - <https://owl.english.purdue.edu/owl/resource/747/01/>)
- Plan a structure for the essay. This may change as the investigation develops, but it is useful to have sense of direction
- Carry out the research

For more information on the research and writing process, please refer to the EE guide, p.72 – 78.

Planning and writing

According to EE guide, all EEs should include six components of the final work to be submitted:

- 1) Title page
- 2) Contents page
- 3) Introduction
- 4) Body of the Essay
- 5) Conclusion
- 6) Bibliography (references)

The EE should be written in:

- English language except for “Mongolian A: Literature” (Group 1)
- a clear, correct and formal style appropriate to the subject from which the topic is drawn.

In order to meet all the EE's requirements and avoid breaking deadlines, it is recommended to continue working on your EE through the summer period as it is a good opportunity to have an additional time.

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

Please note that the name of the school and your name should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

Contents page

A contents page must be provided at the beginning of the EE and all pages should be numbered and listed.

Please note that an index page is not required and if included will be treated as if it is not present.

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.

Body of the essay

This is the main part of your EE. It should be presented in the form of a reasoned argument. The form of the body 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 and how it has been discovered and how it supports the main argument.

Once the main body of the essay is complete, it is possible to finalize the introduction and the conclusion.

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.

Conclusion

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

Bibliography

You should use your chosen style of academic referencing as soon as you start writing. That way you are less likely to forget to include a citation. It is also easier than trying to add references at a later stage.

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.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

All such material that is incorporated into the EE 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 EE.

You should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Appendices

Appendices are not an essential part of the EE and examiners will not read them, or use any information contained within them, in the assessment of the essay. You must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of your essay is contained in the main body of it.

Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc.
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

You should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

For more information on the writing of EE, please refer to the EE guide p. 79–84.

The reflection in the Extended Essay

You will have three mandatory reflection sessions and regular weekly meetings with your supervisor but you may ask questions regarding your EE whenever you need help. During the reflection sessions you will be required to submit a 150-175 word reflection on the research and writing process of your EE.

Reflection session	Description
The first reflection session (in the spring of DP Year 1)	<p>You are encouraged to include in your RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and your personal reactions to the issues.</p> <p>In attending your first reflection session with your supervisor, you can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress you have made in the research process.</p>

<p>The interim reflection session (in September of DP Year 2)</p>	<p>Progress your thinking, the development of your argument and raise any questions you may have with your supervisor.</p> <p>At this stage, the RRS may include reactions to readings, progress in the timeline for completion of the EE, a possible outline of arguments, challenges encountered and the strategies used to overcome them.</p>
<p>The final reflection session—<i>Viva voce</i> (in February of DP Year 2)</p>	<p>During the <i>viva voce</i>, which takes place after the completion of the EE process, the RRS can form the basis for discussion about the process of completing the essay.</p> <p>You can show what you have learned about the topic, the research process followed, your own learning, as well as outlining new questions you have uncovered.</p> <p>Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to you and ultimately contribute to the supervisor's report.</p>

According to the EE guide you will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the RRS.

The depth of reflection will demonstrate the skills that you have learned:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the *Reflections on planning and progress form (RPPF—Appendix 1)*:

Researcher's reflection space (RRS)

Use of the RRS is strongly recommended as it will allow you to more clearly articulate and understand your decision-making process. The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which you are able to record reflections on what you are reading, writing and thinking. The use of the RRS will help you to prepare for your reflection sessions with your supervisors and inform the discussions that take place. In preparing for your reflection sessions you could use your RRS to:

- record your reflections

- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in your subject areas, TOK classes or other aspects of the Diploma Programme
- create Mind Maps
- record emerging questions.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and RPPF. You are expected to share excerpts from the RRS in discussions with your supervisor. Using these reflections as a point of reference in your supervision sessions, you will be able to:

- demonstrate your planning
- discuss what you are learning
- evaluate your progress.

PDF forms are not compatible with the Google Chrome PDF viewer plug-in. Chrome users should save the form, then reopen and complete with Adobe reader.

EE/RPPF

For first assessment in 2018

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Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must sign and date this form.

First reflection session

Candidate comments:

Date:

Supervisor initials:



Interim reflection

Candidate comments:

Date:

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Date:

Supervisor initials:



Supervisor comments:



The Academic Honesty

It is very important that all research practices when working on an EE must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that you should be seeking to refine as part of the EE writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows your understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

It is strongly recommended for you to read the information regarding the academic honesty in the EE guide p. 84–88 to avoid academic misconduct.

The assessment of the Extended Essay

Overview of the assessment criteria for the EE:

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	<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

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies EE, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Criterion C: Critical thinking

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

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Criterion E: Engagement

This criterion assesses your engagement with your research focus and the research process

General criteria checklist

To be completed by you and to be reviewed by your EE supervisor.

Student:

Supervisor:

Date:

Action	Yes/No
1. Is the introduction, main body and conclusion of my EE is within 4000 words?	
2. Are all six component parts (title page, contents page, and introduction, body of the essay, conclusion, references and bibliography) of the EE presented?	
3. Are all pages numbered?	
4. Are all illustrations labelled?	
5. Are all references and citations in the same and correct form?	
6. Does the bibliography include all the sources you've used?	
7. Is your research question stated on the title page, in the introduction and conclusion?	

Complete details on the assessment of your EE you may find in the EE guide on the pages 92-108.

The Diploma EE/TOK points matrix

According to the Article #13.2 of the General Regulations:

“The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register

for two SL subjects must gain at least 5 points at SL).

- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

As for grades in the Article #12 of the General regulations it is written that: “For the IB Diploma, a maximum of 3 points is awarded for combined performance in TOK and the EE”.

Here is Diploma EE/TOK points matrix for your better understanding:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Reference

Khandjav, T. (2020), EE HANDBOOK for students

Khandjav, T. (2020), EE HANDBOOK for parents

Khandjav, T. (2020), EE HANDBOOK for teachers and supervisors