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

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

These programmes encourage candidates across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
The IB mission & the IB learner profile in regards to the Extended Essay:

The Diploma Programme aims to develop in candidates the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.

Below are shown some of the links between the extended essay and the learner profile attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Connection to extended essay</th>
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<tbody>
<tr>
<td>Inquirers</td>
<td>Through research, candidates demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.</td>
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<tr>
<td>Knowledgeable</td>
<td>Candidates acquire in-depth knowledge of their topic through exploration of current literature and/or research.</td>
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<tr>
<td>Thinkers</td>
<td>Candidates make reasoned analysis of their research topic and apply critical thinking skills in a creative way.</td>
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<tr>
<td>Communicators</td>
<td>Candidates effectively express ideas and information in an academic way.</td>
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<tr>
<td>Principled</td>
<td>Candidates exercise academic honesty in all aspects of their work, showing respect for the ideas and work of others, and caring for the welfare of subjects studied and for the environment.</td>
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<tr>
<td>Open-minded</td>
<td>As researchers, candidates will seek out and express an appropriately wide range of points of view.</td>
</tr>
<tr>
<td>Caring</td>
<td>By clearly demonstrating the relevance of their topic, candidates exhibit their personal commitment to making a difference in the lives of others.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>Candidates explore new areas or novel situations and courageously defend their positions.</td>
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<tr>
<td>Balanced</td>
<td>The research process reinforces candidates’ understanding of the importance of intellectual development.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Candidates draw conclusions on their topic demonstrating thoughtful consideration and they have the opportunity to assess their strengths and weaknesses.</td>
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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. Candidates 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.
Candidate – Supervisor Relationship

It is the responsibility of Ms. Amorese to find and match an extended essay supervisor for each student writing an extended essay. This will be a member of the Churchville-Chili CSD. (*Note that the faculty member does not necessarily have to teach the diploma program subject to be eligible to be a supervisor for that topic). It is the responsibility of the candidate to take advantage of the supervisor as a critical resource for success on this project.

The extended essay process mandates that each candidate will meet with their EE supervisor during specific times during EE writing process. Each meeting is structured to scaffold the EE research, development, and writing. These meetings are also a time for you to reflect on the process of writing the EE.

The topics addressed include...

- EE topic and formulating a research question
- Research question and methodology
- Researched sources and content knowledge
- Content knowledge and analysis
- Discussion of EE draft
- Content analysis and evaluation/discussion
- Viva Voce

What documents will I need as an Extended Essay Supervisor?

✓ **Extended Essay Guide**: available on the Extended Essay LibGuide

✓ **Assessment Criteria**: both general and subject-specific to your subject – available in the Extended Essay Guide (see above) and on the Extended Essay LibGuide

✓ **Examples of good quality subject-specific EEs**: available on the Extended Essay LibGuide and through the On-line Curriculum Center (also known as the OCC)

✓ **Extended Essay Candidate Check-Ins**: Candidates will have these, but copies are available on the Extended Essay LibGuide

✓ **Extended Essay Time Log**: Candidates will have these, but copies are available on the Extended Essay LibGuide. Candidates are responsible for keeping track of the time spent with their supervisors.

What is expected of an EE supervisor?

- Spend approximately 5-6 hours with your candidate(s) over a year and a half.
- Provide advice, guidance, and support to the candidates’ in:
  - the student’s development of a specific research question that is appropriate for the subject, the EE format, and one that can be competently addressed in an essay of no more than 4,000 words.
  - the candidates’ research of the topic and question (where to find resources)
  - the candidates’ organization and writing of the EE
In terms of documentation:

- sign the choice of research question form (student will bring this to you)
- read and comment upon one completed draft of the EE (you cannot edit it)
- submit a predicted grade for the student (early April of student’s senior year)
- conduct with EE coordinator a viva voce exit interview
- sign the final submitted EE and write a brief supervisor’s report

What should an EE Supervisor not do?

- Should not write the EE for the student
- Should not edit candidates’ EE draft
- Should not allow candidates’ to choose a research topic that is not appropriate for the EE format
- Should not allow the candidates’ to slide without working on his/her EE

What are the deadlines the student has to meet?

These deadlines are outlined in greater detail on the EE Timeline, which includes monthly goals and areas of focus. This document can be found under student resources on the IB EE LibGuide.

**Junior Year**
Meet with IB EE Coordinator
Explore subject areas
Read and sign EE Contract (Due 11/9)
Subject area form (Due 11/9)
Progress Forms #1 (Due 12/14)
Mandatory Check in #2 (Due 1/30)
Research Question Proposal Form (Due 2/15)
Visit the U of R
RPPF #1
Summer work proposal

**Senior Year**
Meet with IB EE Coordinator
First Draft of EE (2000-3000 words) (Due 9/20)
Mandatory Check in #3 (Due 9/27)
RPPF #2
Visit the U of R
Second & Final Draft (Due 11/1)
Mandatory Check in to discuss draft
Final Paper (Due 1/10)
RPPF #3 (viva voce)

What if the candidate does not meet these deadlines and/or is in danger of not achieving the minimum grade needed for the EE?

- Speak to the candidate and share your concerns with the IB & EE Coordinators (Kelley and Myself).
  - These Concerns can be reflected on 5 week/10 week report card comments.
  - Communication home is also an option
- Be specific as to what you expect from the student and when you expect it
- Remind student that not meeting deadlines makes the EE more difficult to complete and threatens chance for earning an IB Diploma
- Help the student to make a detailed plan about how to meet the requirements
**How are the Extended Essays graded?**

- Supervisors provide predicted grades for each EE.
- External examiners from around the world grade the EEs using the Assessment Criteria detailed in the *Extended Essay Guide* on the IB EE LibGuide.
- The Assessment Criteria are provided in the *Extended Essay Guide* – the maximum score is 36.
- The score is used to award the EE a grade from A to E.
- Significant discrepancies between a predicted grade and an externally assessed grade will mean that the EE gets re-examined for moderation.

**How does the EE contribute to the IB Diploma candidates final point score?**

- Grade given for the student’s EE are combined with his/her grade for the Theory of Knowledge (ToK) course.
- A maximum of 3 points are awarded according to a student’s combined performance in both EE and ToK.
- Failure to submit an EE means the student will fail to receive an IB Diploma.
- Earning a grade E for the EE and a grade E for ToK is also a failing condition for the IB Diploma.

<table>
<thead>
<tr>
<th>Points Matrix</th>
<th>THEORY OF KNOWLEDGE</th>
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<tbody>
<tr>
<td></td>
<td>Excellent A</td>
</tr>
<tr>
<td>EXTENDED ESSAY</td>
<td></td>
</tr>
<tr>
<td>Excellent A</td>
<td>3</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
</tr>
<tr>
<td>Elementary E</td>
<td>1</td>
</tr>
<tr>
<td>Not Submitted</td>
<td>N</td>
</tr>
</tbody>
</table>

Fail – A candidate who receives an elementary in both TOK and the EE will not be awarded the Diploma.

N – This signifies a candidate will not be awarded the Diploma. For TOK – “Not submitted” means a candidate has either failed to hand in the TOK essay or failed to make the presentation.
**Required reflective meetings**

Meetings are scheduled within specific dates. These dates can be found above and on the EE timeline. These meetings are critical opportunities for guidance and support and will contribute to the student’s grade on the engagement portion of the rubric. Following each meeting, the supervisor will give feedback that reflects student conduct pertaining to each meeting.

The criteria addressed in the feedback form include:

- Did the candidate set up an appointment in advance of the meeting?
- Did the candidate attend the scheduled meeting?
- Did the candidate meet with the supervisor by the deadline?
- Did the candidate prepare for the meeting in an appropriate fashion?
- Did the candidate engage appropriately during the meeting?
- Did the candidate demonstrate progress based on advice from the previous meeting?

Following the meeting with your advisor, you are responsible for filling out the online RPPF (Reflections on Planning and Progress Form). The advisor has NO responsibilities regarding paperwork following the individual meetings. You will write a summary of the two reflection meetings at the beginning and interim of your project. You will write a final reflection after your viva voce at the end of the EE process. This form will be assessed to determine the Reflection grade on the EE assessment criteria rubric (Criterion E). An example of a filled out RPPF is included in this packet. These reflections are brief 100-150 words each. Be sure to take some time on these reflections, as they are graded and are a part of your final EE grade. You need a First reflection. An Interim reflection and the final Viva voce (after your paper is done and handed in).

**What is the viva voce?**

- Once the students have completed their EEs, they conclude their EE experience with an exit interview (viva voce). This interview lasts approximately 10 minutes and takes place with the EE supervisor.
- The purpose of the interview is to:
  1. Check for plagiarism
  2. Provide candidates with an opportunity to reflect on their EE experiences
  3. To help the supervisor construct the supervisor’s report

**What is the role of the EE Coordinator in the EE?**

- The EE Coordinator’s role is to support faculty and students in the process and to help all parties to understand the requirements and procedures
  - Help make the EE a positive experience
  - 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 (in the Diploma Programme Assessment procedures) 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.

Any advice from experienced EE supervisors?

- Developing an appropriate research question is vitally important for a successful EE.
- Each EE is registered with the IBO under a specific subject heading (Music, Mathematics, Biology etc.) and will be scored according to its subject-specific content using the assessment criteria (in IBO Extended Essay Guide) – a working knowledge of these assessment criteria is important.
- The research question must be manageable from the point of view of time and the 4,000 word limit. One of the big student pitfalls is making the research question too broad.
- It is best to avoid subjects that are over-exposed as they will restrict the student’s ability to develop personal judgments.
- The research topic should be stated in the form of a question. This equates with the enquiry spirit of the IB, helps the student keep the EE focused and makes it easier to come to a conclusion based on a logical, systematic, investigation.
- It is best to avoid questions that lead to a narrative and/or descriptive response. Points are awarded for the candidate developing a reasoned argument, analysis, and evaluation rather than a description of events.
- Candidates should generally avoid biographical topics, unless they are pursuing a History EE which will lead to an evaluation of the individual’s historical significance.
- The IBO Extended Essay Guide has a great deal of subject-specific advice to assist you in guiding the candidate’s development of his/her research question.