

EE Supervision

School Supervision Procedures

IB DP Súkromné gymnázium Česká

EE

Independent research
Reflective learning

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Coordinator

CONTENTS PAGE

ABOUT EXTENDED ESSAY 3
ASSESSMENT CRITERIA OF THE EXTENDED ESSAY 5
STUDENTS´ ENGAGEMENT IN TOPIC CHOICE 6
SUBJECTS OFFERED 11
SUPERVISOR ALLOCATION 12
SUPERVISOR INFORMATION AND SUPPORT 12
EXTENDED ESSAY SUPERVISION TIMELINE 13
ONGOING EXTENDED ESSAY SUPPORT 20
RESOURCES 21
FORMAL REFLECTION SESSIONS WITH SUPERVISORS 22
REFLECTION NOTES AND FINAL REFLECTION STATEMENT 23
EXTENDED ESSAY COORDINATOR´S DUTIES 24
EXTENDED ESSAY SUPERVISOR´S DUTIES 26
STUDENT´S RESPONSIBILITIES 28
INTERNAL SCHOOL PROCEDURES 32
REFERENCES 35

ABOUT EXTENDED ESSAY

The Extended Essay (EE) is one of three compulsory components of the IB Diploma Programme Core that provides students with an opportunity to undertake an independent research project in an area of academic interest. Through the Extended Essay, students develop a focused research question and engage in a sustained process of research, analysis, academic writing and reflection.



Figure 1:
The three interconnected components of the IB Diploma Programme Core –
Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS)

The purpose of this Extended Essay Supervision Guide is to establish the school's procedures for the implementation and supervision of the Extended Essay and to clarify the responsibilities of students, supervisors and the Extended Essay Coordinator throughout the process.

This school guide should be read in conjunction with the current Extended Essay Guide *(first assessment 2027)* published by the International Baccalaureate. The official IB guide provides the requirements governing the planning, supervision, reflection and assessment of the Extended Essay.

The overall coordination and oversight of the Extended Essay process is carried out by the Extended Essay Coordinator, Mgr. Simona Latková. Students, supervisors and parents/guardians may contact the Extended Essay Coordinator via email at simonalatkova@gmail.com, through ManageBac, or in person at the teacher´s office on the second floor.

The Extended Essay places particular emphasis on student ownership and independent inquiry. Students make informed decisions about their research, select and evaluate appropriate sources and methods, develop and communicate an academic argument, reflect on their progress and independently manage the development of their work. Throughout this process, students are supported by an allocated supervisor, the Extended Essay Coordinator, relevant subject teachers and other appropriate school resources.

Students may undertake the Extended Essay in the form of an academic essay of no more than 4,000 words through either a subject-focused or interdisciplinary research pathway, according to the requirements of the current Extended Essay Guide. The school provides structured guidance, supervision, resources and opportunities for reflection while ensuring that responsibility for the research and writing remains with the student.

Included in the word count of 4,000 words	**Not included in the word count of 4,000 words**
Introduction	Contents Page
Main body of the essay	Headers
Conclusion	Maps, charts and diagrams
Quotations	Annotated illustrations
Footnotes/endnotes that contain material other than references	Citations/references, including parenthetical references, numbered references, footnotes or endnotes used solely for referencing
	Equations, formulas and calculations
	Tables
	Reference list / bibliography
	Reflection and Progress Form

Table 1:

Elements included in and excluded from the Extended Essay word count

ASSESSMENT CRITERIA OF THE EXTENDED ESSAY

The completed Extended Essay and Reflection and Progress Form is externally assessed by an IB examiner using five assessment criteria, for a maximum of 30 marks:

Criterion A	**Framework for the Essay**	*Research question, research methods, structure*	**6 marks**
Criterion B	**Knowledge and Understanding**	*Knowledge and understanding, subject-specific terminology and concepts*	**6 marks**
Criterion C	**Analysis and Line of Argument**	*Analysis, line of argument*	**6 marks**
Criterion D	**Discussion and Evaluation**	*Discussion of findings, evaluation*	**8 marks**
Criterion E	**Reflection**	*Reflection on the research process, student growth and transferable learning*	**4 marks**

Table 2:
Extended Essay assessment criteria

Students are introduced to the assessment criteria at the beginning of the Extended Essay process and revisit them at appropriate stages throughout research, writing and reflection. The assessment criteria are used to support students' understanding of the expectations of the Extended Essay while maintaining student responsibility for the independent development of their work.

The final Extended Essay is awarded a grade from A (excellent) to E (elementary). Together with the final Theory of Knowledge (TOK) grade, the Extended Essay grade contributes to the award of up to three additional core points towards the IB Diploma, as shown in the TOK/EE points matrix:

		TOK				
		TOK A	**TOK B**	**TOK C**	**TOK D**	**TOK E**
EE	**EE A**	**3**	**3**	**2**	**2**	**Fail**
	EE B	**3**	**2**	**2**	**1**	**Fail**
	EE C	**2**	**2**	**1**	**0**	**Fail**
	EE D	**2**	**1**	**0**	**0**	**Fail**
	EE E	**Fail**	**Fail**	**Fail**	**Fail**	**Fail**

Table 3:
TOK/EE points matrix for the award of IB Diploma core points

STUDENTS´ ENGAGEMENT IN TOPIC CHOICE

Topic selection is a student-led process designed to encourage personal engagement, academic curiosity and independent research. Students are encouraged to explore questions arising from their own academic interests and develop these into focused lines of inquiry. Students are introduced to the requirements of the Extended Essay and explore potential areas of interest through weekly Extended Essay classes, guided activities, preliminary research and consultation with relevant subject teachers and the Extended Essay Coordinator. In addition, IB DP subject teachers introduce students to the subject-specific possibilities and approaches to Extended Essay research within their respective subjects, helping students understand the types of topics, research questions and methods that may be appropriate within each discipline.

Students are encouraged to select a topic that is academically appropriate, sufficiently focused, researchable within the scope of the Extended Essay and connected to an area in which they have appropriate subject knowledge and genuine interest. At the beginning of the topic-selection process, students are introduced to both Extended Essay research pathways (either a subject-focused one or an interdisciplinary one) and are provided with guidance on their respective requirements, expectations and suitability for different types of research.

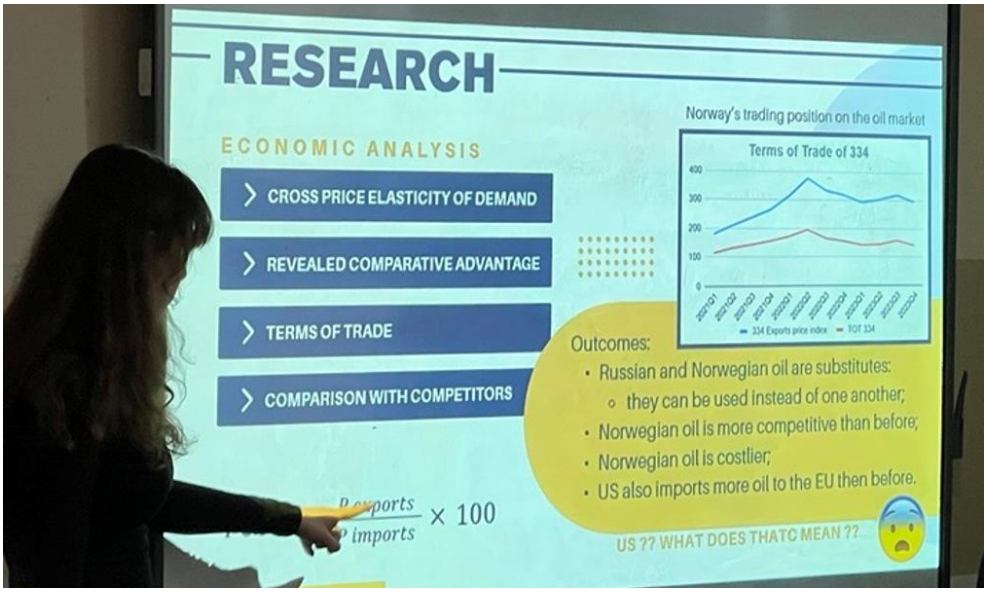


Figure 2:

EE Café I: DP2 students presenting and discussing their Extended Essay research with DP1 students

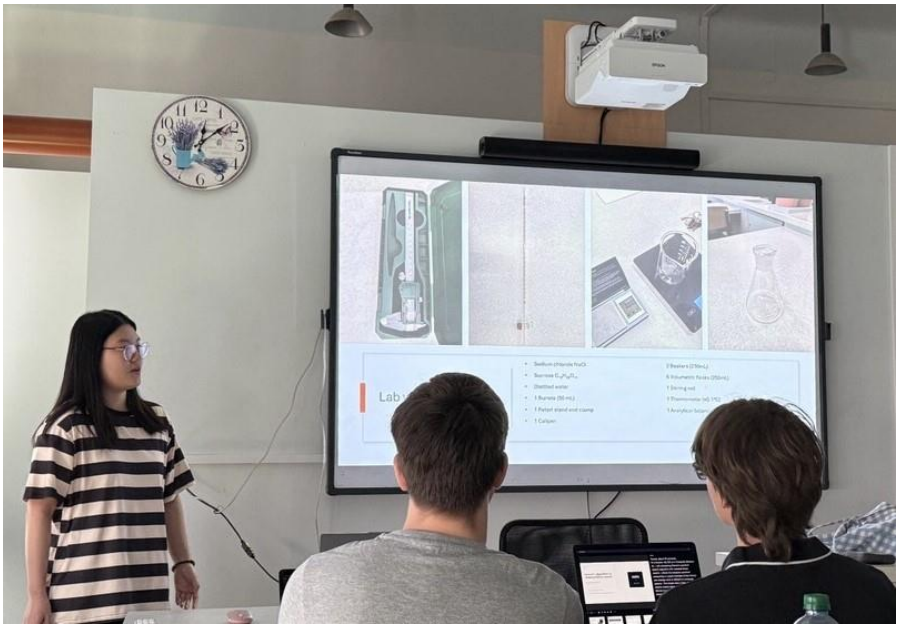


Figure 3:

EE Café II: DP1 students presenting and discussing the practical aspects of their proposed Extended Essay research with their peers and supervisors



Figure 4:

EE Café II: DP1 students presenting and discussing the practical aspects of their proposed Extended Essay research with their peers and supervisors

Preliminary research is used to evaluate the availability and quality of sources, the feasibility of the proposed research and the potential for sustained analysis and argument. The topic must align with subject-specific conventions and sustain approximately 40 hours of independent research.

Students then select the appropriate Extended Essay research pathway and develop their initial topic into a preliminary research question. Their proposed topic, pathway, subject area(s), initial research and research question are presented through the Extended Essay Proposal. Following submission, the proposal is reviewed in consultation with the relevant subject IB DP teacher(s) and the Extended Essay Coordinator. Once the proposal, subject/(s) and research pathway have been approved, an appropriate supervisor is allocated.

Subject-focused Extended Essay

A subject-focused Extended Essay is undertaken within a single DP subject. The research question, research methods, sources, concepts and analysis are grounded in the relevant academic discipline and follow its subject-specific expectations and conventions.

Interdisciplinary Extended Essay

An interdisciplinary Extended Essay integrates knowledge, concepts, perspectives and/or research methods from two DP subjects to investigate a topic that can be more effectively explored through an interdisciplinary approach. The integration of the two disciplinary perspectives should be academically justified by the nature of the research and contribute meaningfully to the investigation of the research question.

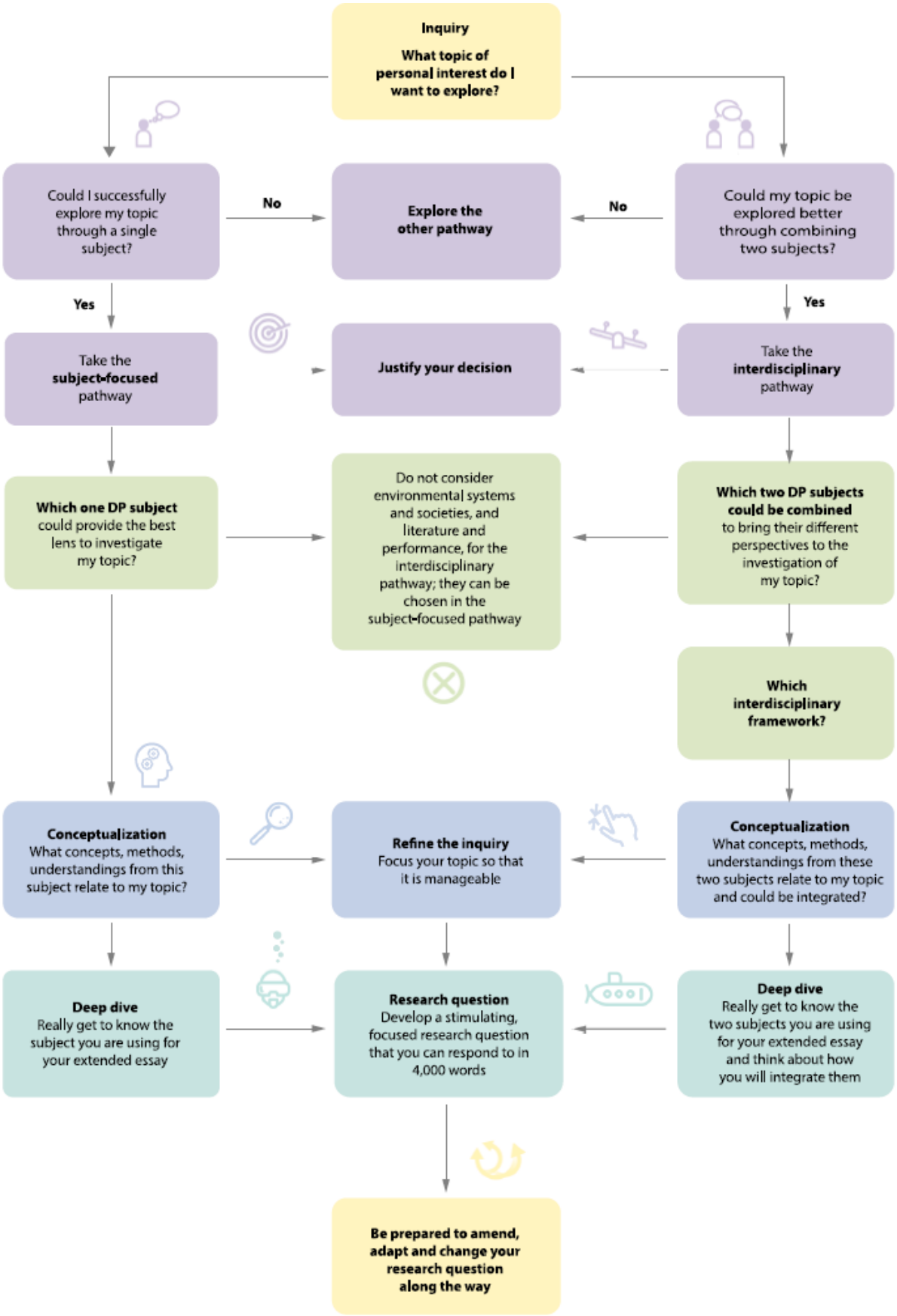


Figure 5:
Extended Essay research pathway selection and inquiry process

There are five frameworks which allow for inclusion of a broad, diverse range of ideas that could arise from students´ personal interests. They are designed to help students choose an appropriate context for the topic they wish to explore with an interdisciplinary approach.

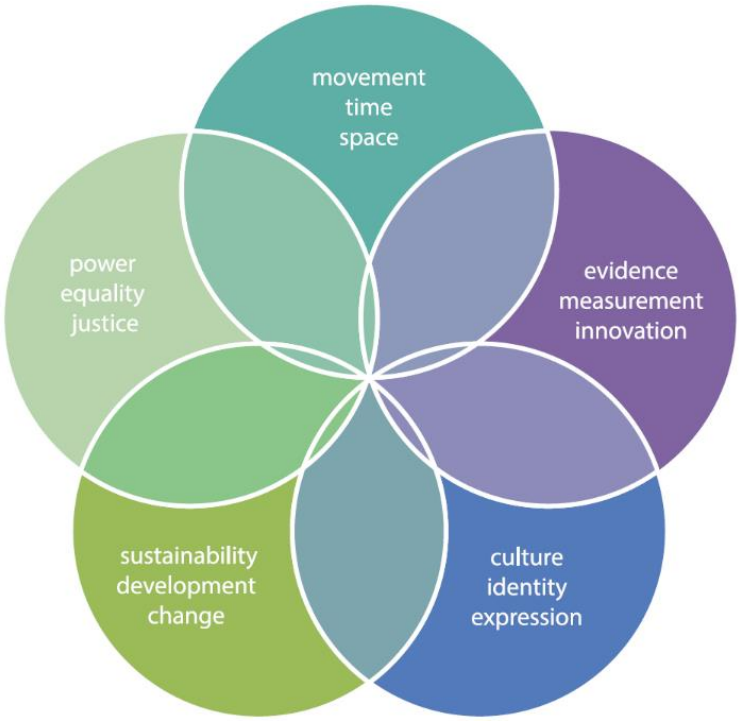


Figure 6:
Conceptual frameworks for the interdisciplinary Extended Essay pathway

Why choose an interdisciplinary extended essay?

Students who take the interdisciplinary pathway could be:

- responding to a question of personal interest in a more insightful way than would be possible through a single subject;
- integrating concepts or methods to gain a deeper understanding of an issue or problem;
- investigating a complex issue of global concern that is better addressed using two DP subjects;
- applying an insight, theory or method from one DP subject to the content of another DP subject to seek new perspectives and understandings;
- exploring interesting questions at the boundaries of DP subjects.

Students undertaking an interdisciplinary Extended Essay are allocated one main supervisor, who holds primary responsibility for the formal supervision process and conducts the three required formal reflection sessions. The main supervisor should have appropriate expertise in at least one of the two DP subjects integrated in the student's research.

Where appropriate, a teacher with expertise in the second DP subject may be consulted to provide subject-specific guidance regarding relevant concepts, research methods, disciplinary conventions or sources. Such consultation supplements the work of the main supervisor and does not constitute a second formal supervisory relationship. The student remains responsible for integrating the perspectives, concepts and/or methods of both subjects within the Extended Essay.

SUBJECTS OFFERED

Students may undertake the Extended Essay in the following subjects offered by the school, subject to the suitability of the proposed research topic, availability of an appropriately qualified supervisor and the requirements of the current Extended Essay Guide:

English A: Language & Literature
English B
Biology
Computer Science
Chemistry
Economics
Environmental Systems and Societies
Mathematics
Physics
Psychology
History
Geography

Table 4:
Extended Essay subjects offered at the school

Students are advised to select an Extended Essay subject in which they have sufficient subject knowledge and academic preparation. Where appropriate, students are encouraged to choose a subject they study

at Higher Level (HL), as this may provide a stronger foundation for independent research and engagement with subject-specific concepts, methods and terminology.

Following the submission of the Extended Essay proposal, the final choice of subject and research pathway is reviewed in consultation with the relevant subject teacher(s) and the Extended Essay Coordinator and is subject to approval based on the feasibility and academic suitability of the proposed research.

SUPERVISOR ALLOCATION

Following the approval of the Extended Essay proposal and confirmation of the selected subject and research pathway, each student is allocated an appropriate supervisor. Supervisor allocation is based on the subject area of the Extended Essay, the academic expertise of the supervisor and staff availability. The assigned supervisor is formally allocated to the student through the ManageBac platform, where the supervision process is subsequently documented and monitored.

Where appropriate, the allocation also takes into consideration the specific focus and methodological requirements of the proposed research.

SUPERVISOR INFORMATION AND SUPPORT

Supervisors are informed of their allocation by the Extended Essay Coordinator and are provided with access to the student's Extended Essay proposal and relevant documentation on the ManageBac platform. Supervisors are provided with the current Extended Essay Guide, the school's internal Extended Essay procedures and timeline, and guidance regarding their responsibilities, formal reflection sessions, permitted feedback, academic integrity and authentication requirements.

The Extended Essay Coordinator provides ongoing support to supervisors throughout the process and communicates relevant deadlines, updates, procedural requirements, and professional development workshops.

EXTENDED ESSAY SUPERVISION TIMELINE

The Extended Essay supervision timeline provides a structured framework for supporting students throughout the Extended Essay process, from initial orientation and topic exploration to final reflection and submission. It outlines the key stages of research, writing, supervision and reflection across the two years of the IB Diploma Programme, in accordance with the current Extended Essay Guide and the school's internal procedures and deadlines.



Figure 7:
Extended Essay research and writing process

The timeline designed by the EE Coordinator promotes consistent supervision, student independence, academic integrity and continuous reflection while ensuring that students receive appropriate guidance and support at each stage of the Extended Essay process. It establishes clear milestones and internal deadlines, supports the systematic monitoring of student progress and provides a structured framework through which students gradually develop greater ownership of their research, writing and decision-making.

Specific dates and deadlines for each academic year are published and regularly updated on the ManageBac platform.

YEAR	MONTH	SUPERVISION ACTION
Year 1	**September-November**	**Orientation and Introduction to the Extended Essay:** • Introduction to the Extended Essay • Introduction to the current Extended Essay Guide • Review of the current assessment criteria • School policy, procedures and internal deadlines for the Extended Essay • Review of subject-focused and interdisciplinary Extended Essay requirements • Introduction to academic integrity, ethical research and the responsible use of AI • Introduction to the EE worksheet, Researcher´s Reflection Space (RRS) and Reflection and Progress Form (RPF) on the ManageBac platform **Exploration and Proposal of the Extended Essay Topic:** • Exploration of possible subjects, topics, and research pathways (subject-focused or interdisciplinary) • Initial background research • Development of the Extended Essay proposal • Assignment of supervisors • Development and refinement of the research question
Year 1	**December-February**	**Research and Planning Stage:** • Regular supervisor check-ins • Refinement of the research question and research approach • Selection and development of appropriate research methods **Identification and Evaluation of Appropriate Sources:** • Workshop with the IB Librarian on finding and evaluating

		academic sources • Development of a preliminary bibliography / reference list **Ongoing Reflection:** • Ongoing use of the Researcher's Reflection Space (RRS) for planning, documenting decisions and preparing for formal reflection sessions on the ManageBac platform
Year 1	**March**	**Initial Written Work and Preparation for the First Reflection Session with Supervisor:** • Initial development of the argument • Preliminary research and refinement of the research question • Preliminary bibliography / reference list **First Reflection Session with Supervisor:** • Discussion of preliminary research, the research question, research approach and emerging argument • Supervisor supports the students in identifying challenges and appropriate next steps • Attendance at the First Reflection Session with Supervisor recorded on the Reflection and Progress Form (RPF) **Ongoing Reflection:** • Ongoing use of the Researcher's Reflection Space (RRS) on the ManageBac platform
Year 1	**April**	**Research and Academic Writing:** • Continued research and development of the essay • Development of analysis and argument • Regular supervisor check-ins

		Academic Integrity, Citation and Referencing: • Workshop with the IB Librarian on citation and referencing • Review of academic integrity requirements • Appropriate citation and referencing of sources **Ongoing Reflection:** • Ongoing use of the Researcher's Reflection Space (RRS) on the ManageBac platform
Year 1	**May-June**	**Progress Check and Pre-Summer Preparation:** • Review of research completed and areas requiring further development • Review of progress in writing, analysis, and argument **Pre-Summer Extended Essay Workshop with EE Coordinator:** • Individual research and writing plan for the summer • Review of expectations and internal deadlines for summer work • Identification of priorities and next steps for the summer **Ongoing Reflection:** • Continued documentation of the research process and reflection in the Researcher's Reflection Space (RRS) on the ManageBac platform
Summer	**July-August**	**Independent Research and Writing:** • Continued independent research • Development of analysis and argument • Writing and development of the Extended Essay • Ongoing citation and referencing of sources

		Ongoing Reflection: • Continued documentation of the research process and reflection in the Researcher's Reflection Space (RRS) on the ManageBac platform
Year 2	**September-October**	**Post-Summer Extended Essay Workshop with EE Coordinator:** • Review of summer progress and status of the Extended Essay • Review of expectations and internal deadlines for the final stages of the Extended Essay • Identification of priorities and next steps towards completion of the Extended Essay **Post-Summer Review and Draft Submission:** • Progress check with supervisor • Submission of the full draft for supervisor feedback • Supervisor provides permitted written feedback on one full draft only (without directly editing the student's work) • Student independently revises the essay in response to supervisor feedback **Interim Reflection Session with Supervisor:** • Discussion of research progress, decisions, challenges, and development of the argument • Review of progress and next steps towards completion • Attendance at the Interim Reflection Session with Supervisor recorded on the Reflection and Progress Form (RPF) **Ongoing Reflection:** • Continued documentation of the research process and

		reflection in the Researcher's Reflection Space (RRS) on the ManageBac platform
Year 2	**November-December**	**Finalization and Internal Submission of the Extended Essay:** • Independent revision of the Extended Essay following supervisor feedback • Final checking of the structure, citations, references, and formal requirements • Final proofreading completed by the student • Academic integrity and authenticity check • Submission of the completed Extended Essay to the supervisor **Final Reflection Session (Viva Voce) with Supervisor:** • Discussion of the completed Extended Essay and the research process • Reflection on challenges, decisions, skills development and learning • Confirmation of the authenticity of the student´s work by the supervisor • Attendance at the Final Reflection Session (Viva Voce) recorded on the Reflection and Progress Form (RPF) **Final Reflective Student Statement:** • Completion of the final reflective statement of no more than 500 words following the Final Reflection Session (Viva Voce) on the Reflection and Progress Form (RPF) **Supervisor Summative Comments:** • Completion of the supervisor´s summative comments on the Reflection and Progress Form (RPF)

		Predicted Grade: • Predicted Grade determined in accordance with the Extended Essay grade descriptors
Year 2	**January**	**Extended Essay Defence Day (School-Based Activity):** • Presentation of the final Extended Essay research (research question, research process, key findings, and conclusions) to IB DP students, supervisors, and the IB DP Coordinator • Discussion of challenges encountered and skills developed during the research process • Questions and discussion following the student presentation • Reflection on the overall Extended Essay experience • Recognition and celebration of students' completed independent research in the Extended Essay **Official IB Submission:** • Completed Extended Essay and Reflection and Progress Form (RPF) uploaded and submitted to the IB for external assessment

Table 5:
Extended Essay supervision timeline

The Extended Essay Coordinator conducts the final check of the Extended Essay and RPF to ensure that all required documentation is complete and ready for official IB submission following the completion of the Viva Voce and the final reflective statement. The IB DP Coordinator is responsible for uploading and submitting the Extended Essay and RPF to the IB in January, in accordance with IB submission requirements and deadlines.

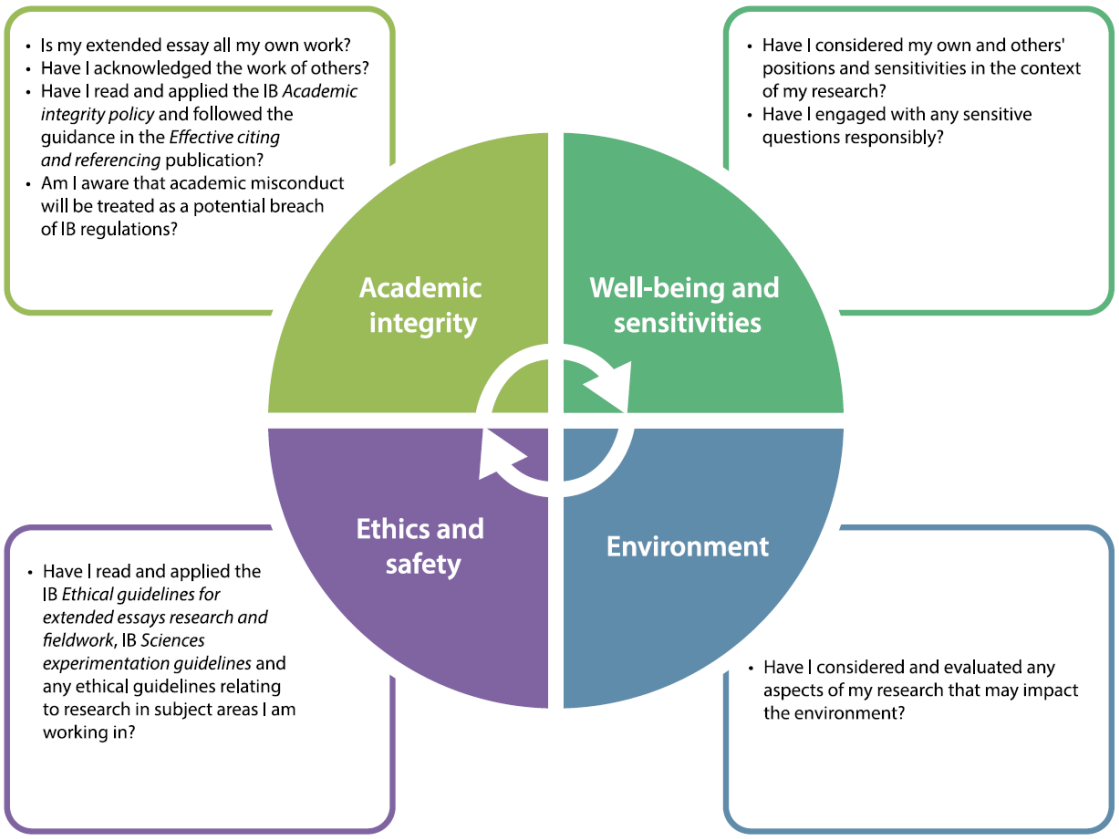


Figure 8:
Key considerations throughout the Extended Essay research process

ONGOING EXTENDED ESSAY SUPPORT

The Extended Essay process is supported by a weekly Extended Essay class led by the Extended Essay Coordinator. These sessions combine regular progress checks with interactive activities, targeted workshops and structured guidance throughout the different stages of the Extended Essay process, including research skills, academic writing, academic integrity, citation and referencing, reflection, research planning and independent learning.

Additional support is provided through the EE Café, a school-based initiative bringing together IB DP1 and IB DP2 students and promoting interaction and learning across different stages of the Extended Essay process. At the DP1 proposal stage, students present and discuss their Extended Essay proposals, while at the DP2 completion stage, students present and share their completed Extended Essay research.

The EE Café provides an informal and collaborative environment for peer discussion, exchange of experiences, reflection and learning across the two DP cohorts.

All aspects of the Extended Essay supervision process, including documentation, progress monitoring, reflection, communication and the submission of required materials, are managed and recorded through the ManageBac platform.

Throughout the Extended Essay process, students are provided with varied opportunities to consolidate and demonstrate their learning through research proposals, written work, progress checks, formal reflection sessions, supervisor feedback, peer discussion, presentations and reflective activities. These opportunities support continuous development of research, academic writing, critical thinking, communication and reflection skills.

RESOURCES

The school allocates and funds appropriate resources to support students throughout the Extended Essay process. These resources are intended to provide students with appropriate access to subject-specific expertise, research materials, facilities and guidance required for successful independent research.

Students have access to:

- the Extended Essay Coordinator and appropriately qualified subject supervisors;
- weekly Extended Essay classes, workshops and individual progress support;
- the school library and support from the IB Librarian through workshops and individual consultations;
- subscription to an academic library database;
- laboratory facilities and equipment for research requiring practical or experimental investigation;
- appropriate digital tools and software to support research, writing, citation and referencing;
- the ManageBac platform for communication, documentation, reflection, progress monitoring and submission of required materials;
- examples of previously completed Extended Essays, made available with the consent of the respective former students to support students´ understanding of research approaches, structure and academic conventions;

- additional school-based opportunities for support and collaboration, including the EE Café and Extended Essay Defence Day.

The suitability and availability of resources are considered during the Extended Essay proposal and approval process, particularly where a proposed investigation requires specialist materials, facilities, equipment, data or subject-specific expertise. Where appropriate, students are guided towards additional resources necessary to support the feasibility and academic quality of their research.

FORMAL REFLECTION SESSIONS WITH SUPERVISORS

Throughout the Extended Essay process, students participate in three formal reflection sessions with their supervisors. These sessions provide structured opportunities for students to discuss the development of their research, reflect on decisions and challenges, receive appropriate guidance and demonstrate increasing independence as researchers. The three sessions are recorded on the Reflection and Progress Form (RPF).

In addition to the three formal reflection sessions, students participate in regular supervisor check-ins throughout the Extended Essay process. These check-ins provide ongoing opportunities to discuss progress, address emerging challenges, clarify next steps and receive appropriate guidance while maintaining student ownership and independence.

First Reflection Session

The first reflection session focuses on the initial development and planning of the Extended Essay. Students discuss their preliminary research, research question, proposed research approach and emerging ideas with their supervisor. The session provides an opportunity to identify potential challenges, consider the feasibility and direction of the research and establish appropriate next steps.

Interim Reflection Session

The interim reflection session takes place after significant research and development of the essay have been completed. Students discuss their progress, development of the argument, research decisions

and any challenges encountered. The supervisor provides appropriate guidance and supports the student in evaluating progress, considering possible adjustments and identifying priorities for completing the Extended Essay.

Final Reflection Session (Viva Voce)

The final reflection session, or Viva Voce, takes place after the completion of the Extended Essay. It provides an opportunity for students to reflect on the research process, decisions made, challenges encountered, skills developed and learning gained through the experience. The session also supports the supervisor in confirming the authenticity of the student's work and prepares the student for the completion of the final reflective statement on the Reflection and Progress Form (RPF) on the ManageBac platform.

REFLECTION NOTES AND FINAL REFLECTION STATEMENT

Reflection Notes

Throughout the Extended Essay process, students maintain ongoing reflection notes in the Researcher's Reflection Space (RRS) on the ManageBac platform. These notes document the development of their research, important decisions, challenges encountered, changes in direction and emerging learning, and support students in preparing for their formal reflection sessions with supervisors.

Reflection Statement

Following the Final Reflection Session (Viva Voce), students complete a final reflective statement of no more than 500 words on the Reflection and Progress Form (RPF). The statement provides an opportunity for students to reflect on their overall research experience, including the decisions and challenges encountered, skills developed and learning gained throughout the Extended Essay process.

Particular emphasis is placed on evaluating how the Extended Essay experience has contributed to the student's development as a learner, including the transferable skills developed through the research process.

The Reflection and Progress Form (RPF) is completed in the language of the student's Extended Essay submission and submitted together with the completed essay.

EXTENDED ESSAY COORDINATOR´S DUTIES

The Extended Essay Coordinator oversees the implementation and administration of the Extended Essay process and ensures that students and supervisors receive appropriate information, guidance and support throughout the process.

The Extended Essay Coordinator:

- ensures that students and supervisors are informed of the requirements of the current Extended Essay Guide, assessment criteria and school procedures;
- establishes and communicates the school's internal Extended Essay timeline, deadlines and key milestones;
- introduces students to the Extended Essay process, research pathways, academic integrity requirements, reflection process and relevant documentation;
- leads the weekly Extended Essay classes, including progress checks, workshops, research and academic writing activities, and preparation for key stages of the process;
- coordinates the Extended Essay proposal process and, in consultation with relevant subject teachers, reviews the feasibility and academic suitability of proposed research;
- coordinates the allocation of appropriately qualified supervisors and records supervisor assignments on the ManageBac platform;
- ensures that students undertaking the interdisciplinary pathway are allocated an appropriate main supervisor and, where necessary, have access to relevant subject-specific expertise from the second DP subject;
- ensures that supervisors understand their responsibilities, including the three formal reflection sessions, permitted feedback, academic integrity and authentication requirements;

- provides supervisors with ongoing guidance, relevant documentation, deadlines and procedural updates;
- organizes regular meetings with Extended Essay supervisors to communicate key information, review student progress, discuss supervision procedures and support a consistent approach to Extended Essay supervision across subject areas;
- coordinates and facilitates professional learning opportunities for Extended Essay supervisors, including internal workshops, guidance sessions and relevant external professional development, to support understanding of the current Extended Essay Guide, assessment criteria, research pathways, reflection, academic integrity and appropriate supervision practices;
- facilitates collaboration and the exchange of effective practices among Extended Essay supervisors across different subject areas;
- monitors student progress and the completion of key milestones through the ManageBac platform and follows up where additional support is required;
- monitors the completion of the three formal reflection sessions and ensures that they are appropriately recorded on the Reflection and Progress Form (RPF);
- supports students in the appropriate use of the Researcher's Reflection Space (RRS) and completion of the final reflective statement;
- coordinates relevant research, citation and referencing support in collaboration with the IB Librarian;
- supports the implementation of the school's academic integrity procedures and promotes the responsible use and appropriate acknowledgment of AI throughout the Extended Essay process;
- coordinates school-based Extended Essay activities, including the EE Café and Extended Essay Defence Day;
- oversees the completion of required Extended Essay documentation, including the Reflection and Progress Form (RPF) and supervisor summative comments;
- coordinates the collection of predicted grades in accordance with the Extended Essay grade descriptors;

- ensures that completed Extended Essays and accompanying documentation are prepared for final IB submission;
- maintains appropriate records of the Extended Essay supervision process and ensures that school procedures remain aligned with current IB requirements.

EXTENDED ESSAY SUPERVISOR´S DUTIES

The Extended Essay Supervisor provides subject-specific guidance and supports the student throughout the research, writing and reflection process while ensuring that the Extended Essay remains the student's own independent work. The supervisor works in collaboration with the Extended Essay Coordinator and follows the requirements of the current Extended Essay Guide and the school's internal procedures and timeline.

Supervision is based on appropriate guidance rather than direct intervention: supervisors may question, discuss, advise, guide and provide permitted feedback, but must not rewrite, directly edit or correct the student's work, or determine the student's argument.

The Extended Essay Supervisor:

- becomes familiar with the requirements of the current Extended Essay Guide, relevant assessment criteria, school procedures and internal deadlines;
- ensures familiarity with the requirements of the relevant subject-focused or interdisciplinary research pathway;
- reviews the student's approved Extended Essay proposal and discusses the feasibility, scope and academic suitability of the proposed research;
- supports the student in refining an appropriate and manageable research question;
- provides subject-specific guidance regarding appropriate research methods, sources, disciplinary conventions and approaches to research;

- supports the student in developing an appropriate research approach while maintaining student ownership of all research decisions and written work;
- spends approximately three to five hours with each student throughout the Extended Essay process, including the time spent on the three required formal reflection sessions;
- conducts regular supervisor check-ins to review progress, discuss emerging challenges and support the identification of appropriate next steps;
- conducts the three required formal reflection sessions in accordance with the current Extended Essay Guide;
- for interdisciplinary Extended Essays, acts as the student's main supervisor and, where appropriate, facilitates consultation with a teacher from the second DP subject to support the student's understanding of relevant disciplinary concepts, methods and conventions;
- ensures that attendance at the three formal reflection sessions is appropriately recorded on the Reflection and Progress Form (RPF);
- encourages the student to make effective use of the Researcher's Reflection Space (RRS) throughout the Extended Essay process and to prepare appropriately for the formal reflection sessions;
- provides appropriate guidance on the development of the student's analysis and argument without directing or producing the intellectual content of the essay;
- provides permitted written feedback on one full draft of the Extended Essay without directly editing, rewriting or correcting the student's work;
- does not provide additional written feedback on subsequent versions of the essay beyond what is permitted by the current Extended Essay Guide;
- supports the student in understanding and applying appropriate academic conventions, including citation, referencing and acknowledgment of sources;
- reinforces the school's academic integrity expectations, including the responsible use and appropriate acknowledgment of AI where applicable;
- monitors the authenticity and development of the student's work throughout the supervision process

and raises any concerns regarding academic integrity or authenticity with the Extended Essay Coordinator;

- conducts the Final Reflection Session (Viva Voce) after completion of the Extended Essay, providing an opportunity to discuss the completed research, reflect on the student's learning and confirm the authenticity of the work;
- completes the required supervisor summative comments on the Reflection and Progress Form (RPF);
- confirms the authenticity of the Extended Essay in accordance with IB requirements and does not authenticate work where its authenticity cannot be established;
- communicates relevant concerns regarding student progress, missed deadlines, supervision or academic integrity to the Extended Essay Coordinator;
- participates in meetings, guidance sessions and professional learning opportunities organized by the Extended Essay Coordinator;
- collaborates with the Extended Essay Coordinator and, where appropriate, other supervisors or subject teachers to support consistent and effective supervision practices;
- monitors relevant student progress and documentation through the ManageBac platform;
- adheres to the school's Extended Essay timeline, supervision procedures and internal deadlines throughout the process.

STUDENT´S RESPONSIBILITIES

The student takes responsibility for the independent development and completion of their Extended Essay. Throughout the research, writing and reflection process, the student works in collaboration with their supervisor and the Extended Essay Coordinator while maintaining ownership of their research decisions, academic work and final essay.

The Extended Essay student:

- becomes familiar with the requirements of the current Extended Essay Guide, relevant assessment criteria, school procedures and internal deadlines;
- actively participates in the school's Extended Essay classes, workshops and other scheduled Extended Essay activities;
- explores possible areas of academic interest and takes responsibility for selecting an appropriate Extended Essay topic and research pathway;
- becomes familiar with the requirements of the selected subject-focused or interdisciplinary research pathway;
- conducts appropriate preliminary research to evaluate the feasibility of the proposed topic, availability and quality of sources, and suitability of possible research methods;
- develops and submits the Extended Essay Proposal in accordance with the school's internal procedures and deadlines;
- develops and progressively refines a focused, appropriate and manageable research question;
- plans and independently manages the research and writing process, including establishing appropriate priorities and meeting internal deadlines;
- conducts appropriate research and selects, evaluates and uses relevant sources, evidence, data and/or research methods according to the requirements of the selected research pathway;
- maintains ownership of all research decisions, analysis, argument and written work;
- develops a sustained academic argument based on appropriate research, analysis, discussion and evaluation;
- maintains appropriate records of sources and applies the required academic conventions for citation, referencing and acknowledgment of sources;
- follows the school's Academic Integrity Policy and IB requirements, including the responsible use and appropriate acknowledgment of AI where applicable;
- attends regular supervisor check-ins, prepares appropriately for these meetings and actively discusses progress, challenges and appropriate next steps;

- attends and prepares for the three required formal reflection sessions with the supervisor;
- makes ongoing and meaningful use of the Researcher's Reflection Space (RRS) to document important decisions, changes in direction, challenges, progress and learning throughout the research process;
- ensures that attendance at the three formal reflection sessions is recorded on the Reflection and Progress Form (RPF);
- submits the full draft by the established internal deadline and considers the supervisor's permitted feedback when independently revising the Extended Essay;
- understands that the supervisor may provide permitted written feedback on one full draft only and that subsequent revision remains the student's responsibility;
- independently proofreads and checks the final Extended Essay for academic quality, structure, citations, references and formal requirements before submission;
- submits the completed Extended Essay in accordance with the school's internal deadline and submission procedures;
- participates in the Final Reflection Session (Viva Voce) and is prepared to discuss the development, decisions, challenges, findings and learning associated with their research;
- is able to demonstrate understanding and ownership of the research, sources, argument and written work and to respond appropriately to questions concerning authenticity;
- completes the final reflective statement of no more than 500 words on the Reflection and Progress Form (RPF) following the Final Reflection Session;
- ensures that the final reflective statement is completed in the language of the Extended Essay submission;
- communicates promptly with the supervisor and/or Extended Essay Coordinator where difficulties or circumstances arise that may affect progress or the ability to meet an internal deadline;
- follows the school's procedures for requesting an extension where exceptional or justified circumstances affect an internal Extended Essay deadline; and takes overall responsibility

for the timely, authentic and independent completion of the Extended Essay and accompanying reflection requirements.



Figure 9:

Student and supervisor responsibilities throughout the Extended Essay process

INTERNAL SCHOOL PROCEDURES

The school has established internal procedures to ensure a consistent, transparent and appropriately documented response to circumstances that may affect a student's progress through the Extended Essay process. Concerns, agreed actions and changes to established arrangements are documented using the relevant school forms.

The Extended Essay Coordinator implements these procedures in collaboration with supervisors. Where concerns are significant, repeated or cannot be resolved through regular Extended Essay supervision, the IB DP Coordinator is involved in the process. Parents/guardians and relevant student-support services may also be involved where appropriate. All interventions aim to support the student's successful completion of the Extended Essay while maintaining their responsibility for independent research and writing.

Missed Internal Deadlines

If a student misses an internal Extended Essay deadline, the Extended Essay Coordinator follows up with the student to review their progress, identify the reason for the missed deadline and agree on appropriate next steps. The missed deadline and agreed actions are documented on the relevant school form. Repeated or significant concerns are referred to the IB DP Coordinator, and parents/guardians may be informed where appropriate.

Extension Requests

Extensions to internal Extended Essay deadlines may be considered in exceptional or justified circumstances. The student submits an Extended Essay Internal Deadline Extension Request Form, which is reviewed by the Extended Essay Coordinator in consultation with the supervisor and the IB DP Coordinator. The form can be found in Extended Essay subject files. If approved, the revised deadline and any resulting changes to the Extended Essay timeline are communicated to the student and supervisor, and are formally documented. Parents/guardians are informed.

Failure to Submit Draft

If a student does not submit the full draft by the established internal deadline, the student's progress is reviewed by the supervisor and the Extended Essay Coordinator. The student is informed of the implications of the missed deadline, and appropriate next steps and a completion plan are agreed and documented using the Extended Essay Missing Draft/Progress Concern Record. Where the missed submission significantly affects the student's progress, the IB DP Coordinator and, where appropriate, parents/guardians are informed. The student remains responsible for completing the Extended Essay, and supervisor feedback remains limited to that permitted under the current Extended Essay Guide.

Concerns about Student Progress

Where concerns arise regarding a student's progress, research direction, engagement or ability to meet deadlines, the supervisor discusses these with the student and informs the Extended Essay Coordinator where additional support is required. Appropriate support may include additional progress checks, clarification of next steps, academic skills support, or consultation with the relevant subject teacher or IB Librarian. Significant or persistent concerns are documented using the Extended Essay Missing Draft/Progress Concern Record and may involve the IB DP Coordinator, parents/guardians or the school psychologist, where appropriate. The form can be found in Extended Essay subject files. All support provided must maintain the student's ownership and independence in the Extended Essay process.

Academic Integrity and Authenticity Concerns

Any concerns regarding academic integrity, the use and acknowledgment of sources, responsible use of AI, or the authenticity of a student's work are addressed in accordance with the school's Academic Integrity Policy and current IB requirements. The supervisor discusses the concern with the student and informs the Extended Essay Coordinator. Relevant documentation may be reviewed, and the student may be asked to explain the research and writing process to demonstrate understanding and ownership of the work. Significant concerns are referred to the IB DP Coordinator and appropriately documented. The supervisor does not authenticate work where its authenticity cannot be established.

The Final Reflection Session (Viva Voce) provides an additional opportunity to discuss the completed research and confirm the authenticity of the student's work.

Change of Supervisor

A change of supervisor may be necessary due to staffing changes, prolonged absence, subject expertise requirements or other relevant circumstances. The Extended Essay Coordinator, in consultation with the IB DP Coordinator where appropriate, assigns a suitable replacement supervisor. Relevant documentation and information about the student's progress are transferred to the new supervisor, and the change is recorded on the ManageBac platform. The student is informed of the change to ensure continuity of the supervision process.

REFERENCES

International Baccalaureate Organization, Diploma Programme. *Extended Essay Guide: First assessment 2027*.

Figures 1-4 are the author's own photographs and pictures and are included for educational and illustrative purposes within this school guide.

Figures 5-9 are reproduced from the official Extended Essay Guide: First Assessment 2027 and are used for educational purposes within this school guide.

Tables 1-5 were compiled for this school guide using information from the Extended Essay Guide: First Assessment 2027 and relevant school-specific information for educational purposes within this school guide.