



EXTENDED ESSAY

Student Guide

School of the Nations - Macau
2024-2025 School Year
Class of 2026

Coordinator:
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1. General Information

The Extended Essay (EE) is an essential component in the IB Diploma Program. The purpose of the essay is to allow students to engage in independent research and pursue knowledge in a subject area of personal interest. The students will be required to communicate their information in a logical manner and present the final essay according to the IBO guidelines.

1.1 Language: In the SON's programme, EEs must be written in English unless the topic is chosen from Group 2 (Chinese), in which case the essay must be written in Chinese as it is the target language. The EE should include an introduction, body and conclusion with a limit of 4,000 words (or 4,800 Chinese characters). Papers exceeding the word limit are subject to penalties and examiners are not required to read more than 4,000 words/4,800 Chinese characters.

1.2 EE sessions: Potential IB Diploma Candidates have been introduced to many of the skills necessary for completing a research paper after they have completed their education through Form 4. They will be further introduced to the various aspects of the Extended Essay during Form 5 EE sessions which will provide reminders and longer sessions where specific research skills are developed. These sessions will be part of homeroom activities, and will include an additional class period every three weeks on Monday's from 3:30-4:10.

1.3 Materials: Students should have the textbook assigned by the school as well as their personal computers in all EE sessions. Students will be given additional materials to help them in proceeding with their research, including the EE requirements, necessary steps to be completed during the EE process, along with a list of important due dates to help track their progress.

1.4 Shared file: the EE Coordinator will share a Word file with each student and his/her supervisor. The essay must be written **exclusively** on that shared file. The Coordinator will monitor the research process and will maintain communication with the faculty supervisors. On the due dates, the Coordinator will download a copy of the shared file as the official draft.

1.5 Toddle: Students must use the Toddle system for both formal and informal reflections throughout the process. Maintaining on-going informal reflections will help the supervisor and the Extended Essay Coordinator keep track of the student's progress throughout the process and aid him/her in formulating and tracking ideas. This record should be kept on Toddle in the designated area and will be checked each term by the student's supervisor and the EE Coordinator.

1.6 Reflections: An important part of this process is the learning and personal reflection that students experience. Students must complete specific formal written reflections using **Toddle** three times during the process of developing their Extended Essay. These are important aspects of the learning and do figure prominently in determining the level of engagement you have with the task.

1.7 Deadlines: Each candidate must meet the designated timeline (see chapter 9). This timeline identifies very specific deadlines for the important stages in their research and writing. Please note that since the EE deadlines are set from the beginning of the year, **students CANNOT use approaching EE deadlines as an excuse for their lack of preparedness** in a particular class or for any subject-specific

deadline. Time management during the long-term process of the EE is an important component of the IB education as “Self-Directed Learners”.

1.8 Guides: Students must be familiar with the following documents, all of them are available on Toddle:

- ✓ Extended Essay Subject-Specific Guidance - IBO
- ✓ Effective Citing and Referencing - IBO
- ✓ SON Academic Integrity Policy – SON

2. Importance of Completion of the Extended Essay

Please note that completion of the tasks outlined for Form 5 is required in order to be promoted to Form 6 in the Diploma track.

- Students who do not have **at least a C as the average grade** and an **approved comprehensive draft** of at least 3,500 words by the date set will not be allowed to progress to Form 6 in the Diploma track regardless of their other marks.
- Any student guilty of **plagiarism** on all or part of their work on the EE will not advance to Form 6 in the Diploma track.
- Two of the formal **reflections** must also be completed during the Form 5 year in order to advance to Form 6 in the Diploma track.

3. Inclusive and Course (“Certificate”) Students

Inclusive and Course students are also required to submit an Extended Essay in order to obtain the SON High School Diploma. Even though the process is the same, the requirements are distinctive and reflective of the student’s capabilities. Additionally, since their essays will not be submitted for external assessment, the deadlines for final submission and final reflection can be extended, if needed, until April 1st, 2026.

3.1 Inclusive students will be assigned to inclusive teachers only, who will work in collaboration with the subject teachers. The essay should be research-based, with proper in-text citations (at least 3 sources); there should be some evidence of critical thinking. The length of the essay should be between 1,000 to 2,000 words, according to the capabilities of each student.

3.2 Non-inclusive course students will be assigned to subject teachers. The essay should be research-based, with proper in-text citations (at least 3 sources); there should be evidence of critical thinking. The minimum length of the essay should be 2,000 words.

4. Choosing a Subject and Topic

The subject selection for the Extended Essay must come from the list of available subjects listed in this guide on page 8. Once the subject is chosen and approved, a topic within that subject must be selected.

Students must provide a first, second and third subject choice that they have sufficient background knowledge, skill, and sufficient interest in to ensure their motivation. Subjects that are not part of the student's diploma program course of study may be permitted, but caution is advised unless the student has a high level of personal interest and requisite background knowledge in that particular subject.

The approval of a student's selection of a subject area remains with the EE and IBDP Coordinators.

Choosing a topic from a particular subject requires careful consideration. Students are advised to review the relevant subject guidelines, which will be provided by the EE Coordinator once they have identified a subject area. Topics should be limited in scope so that students have the opportunity to research the issue in depth. Collecting data and information should allow students to provide analysis and evaluation of their research; however, it is not necessary for this research to contribute to new knowledge within the subject. Broad topics are not likely to result in successful essays. Likewise, essays that do not reflect personal research but rely on narrative or descriptive approaches will not be appropriate.

5. The Supervisor

5.1 The role of the supervisor: The supervisor will always be someone with the necessary qualifications and experience in the subject area chosen by the candidate. The supervisor's primary responsibilities will be to encourage and support the candidate, provide guidance concerning the subject, ensure that the candidate's essay is his/her own work, and complete the supervisor's comment on the Research and Planning Progress Form (RPPF). In addition, the supervisor will be responsible for assisting the candidate with defining a topic, developing a suitable research question, and helping them to find the necessary resources to complete their research project. Supervisors must communicate their students' progress to the EE Coordinator each term.

5.2 Assigning a supervisor: Students will request a particular supervisor based on their subject and the availability of the faculty member. The EE Coordinator will try to provide students with their first, second or third choice of subject and supervisor. However, the SON policy establishes a maximum of three students per supervisor, and if the particular supervisor has more requests than he/she is allowed to take, OR if the subject teacher feels that the student's skills or maturity in that area is not sufficient to sustain this project, the EE Coordinator will meet with the student to discuss an alternative choice.

The process of determining a subject area and supervisor is NOT done on a first-come basis and students should NOT approach potential supervisors as this is done through the EE Coordinator.

5.3 Relationship student-supervisor: The demands of the Extended Essay can be overwhelming at times, so it is extremely important for the candidate to have a good relationship and maintain close contact with their supervisor throughout the research process. It is the student’s responsibility to approach his/her supervisor in a timely manner to ask for guidance, approval and feedback.

6. External Assessment (IB)

Extended Essay grades are on an A to E scale. Details of the qualitative grade descriptors can be found in the IB Extended Essay Guide. The assessment criteria for the EE can be found in the table below:

IB Assessment Criteria for the Extended Essay

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 and concepts 	<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

Total marks available: 34

The above assessment criteria will be also used by the candidate’s supervisor, in consultation with the EE Coordinator to determine the predicted grade for the Extended Essay. Predicted grades are very important since they often form the basis of an offer of admission a student may receive to universities.

A total of 3 bonus points may be earned for the Extended Essay in conjunction with the Theory of Knowledge (TOK) assessment. The highest score on the IB Diploma is 45 points: 7 on each of the 6 subjects plus the 3 bonus points from the core.

The combination of the 3 bonus points will be awarded according to the following matrix. These bonus points often make the difference between getting the IB diploma, as well as getting a university offer based on the student’s overall IB score.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

An “E” grade or not submitting an EE (“N” grade) will result with the student not qualifying for the IB Diploma.

7. SON Assessment

In addition to the score a student receives at the end of the IB program, school marks will be recorded on SON report cards during Form 5 and Form 6. The EE Coordinator, in consultation with the student’s supervisor and the IBDP Coordinator, will award the EE grades. Students will receive a grade (A to E) based on the **quality of the work submitted**.

Grade A

Demonstrates **effective research skills** resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; sustained reasoned argumentation supported effectively by evidence. Engagement with the process is conceptual and personal, key decision making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates **appropriate research skills** resulting in a research question that can be explored within the scope of the chosen topic; a reasonably effective application of source material and use

of subject-specific terminology and/or concepts; reasoned argumentation often supported by evidence. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates **evidence of research undertaken**, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; the attempted application of source material and appropriate terminology and/or concepts; discussion that is descriptive rather than analytical. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates **a lack of research**, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E (failing condition)

Demonstrates **an unclear nature of the essay**; a generally unsystematic approach and resulting unfocused research question; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; an attempted outline of an argument, but one that is generally descriptive in nature. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Additionally, and equally important, students will be assessed on their Approaches to Learning (A to D) based on the following requirements:

- **Attending and fully participating** in the required plenary sessions scheduled (students must have written documentation for missing all or a part of these scheduled sessions or they are considered unexcused absences).

This means that if you miss homeroom on days where instruction and guidance is given on the EE, or if you are not in class on days when EE instruction is given at the required Monday session, it can affect your EE-ATL term mark. If you are inattentive during these sessions, you are marked absent for that session.

- **Submitting required documents** by the due dates given.
- **Taking initiative in meeting with staff** (supervisor and/or coordinators). Taking initiative also includes posting ideas, resources, and information in the informal reflection space on Toddle as required.

All notifications of approval of each step in the process will be done with the respective forms signed by you and by your supervisor. The initial "Contract" that must be signed by you **and your parents** verifying that you (and they) understand the requirements of the IB Extended Essay as implemented at SON.

Failing to achieve at least a C in the EE final grade in Form 5 will result in the student not being promoted to F6 in the Diploma track, regardless of the subject grades.

Failing to achieve at least a C in the EE final grade in Form 6 will result in the student not qualifying for the SON High School Diploma, regardless of the subject grades.

8. Subjects and Supervisors Available for the 2024-2025 School Year

Biology	Chemistry	Physics
<ul style="list-style-type: none"> ✓ Ms. Meghna ✓ Ms. Mona ✓ Ms. Kelly 	<ul style="list-style-type: none"> ✓ Mr. Ray 	<ul style="list-style-type: none"> ✓ Mr. Vu
Environmental Systems and Societies	Mathematics	Psychology
<ul style="list-style-type: none"> ✓ Ms. Kelly ✓ Ms. Mona 	<ul style="list-style-type: none"> ✓ Mr. Jones ✓ Ms. Ward ✓ Mr. Vincent 	<ul style="list-style-type: none"> ✓ Ms. Zancan ✓ Ms. Rebecca
Economics	Business Management	Chinese Mandarin B
<ul style="list-style-type: none"> ✓ Dr. Zhang ✓ Mr. Wood 	<ul style="list-style-type: none"> ✓ Ms. Polly 	<ul style="list-style-type: none"> ✓ Zhang Laoshi ✓ Tsai Laoshi ✓ Xie Laoshi
English and Literature	History*	Music*
<ul style="list-style-type: none"> ✓ Ms. Crerar ✓ Mr. Weber ✓ Ms. Lena ✓ Mr. Hewitt 	<ul style="list-style-type: none"> ✓ Mr. King ✓ Mr. Hewitt 	<ul style="list-style-type: none"> ✓ Ms. leong

* Not an IB course offered at SON this year. This subject can only be selected with proof of extensive knowledge and/or experience in the subject obtained outside of the IB program.

Note that subject teachers can only work with three students per year.

9. Extended Essay Timeline

The dates shown in the following table are for **handing in** signed forms or submitting reflections on Toddle, **except for the two drafts** marked with (**). Both drafts need to be read and reviewed by the supervisor, who will then give a proper feedback. The deadlines to get the approval from the supervisor are indicated in the respective boxes. All supervisors will be informed of the deadlines, and under no circumstance students are allowed to hurry or pressure their supervisors for approval.

Form 5	SEPTEMBER 13th, 2024	✓ Student/Parent contract
	SEPTEMBER 24th, 2024	✓ Subject and proposed supervisor choice
	OCTOBER 18th, 2024	✓ Topic and initial research question
	OCTOBER 25th, 2024	✓ First FORMAL REFLECTION on Toddle
	NOVEMBER 15th, 2024	✓ Annotated bibliography
	NOVEMBER 29th, 2024	✓ Topic Outline
	MARCH 2nd, 2025	✓ Partial rough draft (2,000 words) ** Approval form due on March 11th 2025
	MAY 11th, 2025	✓ Comprehensive draft (at least 3,500 words including ALL aspects of the required paper) ** Approval form due on May 29th 2025
	MAY 30th, 2025	✓ Second FORMAL REFLECTION on Toddle
SUMMER HOLIDAYS		✓ Students work on revisions and improvements so that they can finalize their EE in the FIRST term of Form 6.
	DECEMBER 19th, 2025	✓ Final meeting with the supervisor. Note: This is the LAST CHANCE for the supervisor to meet with the candidate and to read changes made to their <u>complete draft</u> and provide feedback to the student.
	JANUARY 4th, 2026	✓ The Final Paper will be downloaded at 12pm (noon).
	JANUARY 23rd, 2026	✓ Last day for the Viva Voce with the supervisor.
	FEBRUARY 1st, 2026	✓ Third and final FORMAL REFLECTION on Toddle.
	FEBRUARY 6th, 2026	✓ Supervisors must submit their final comment on the RPPF and the check-out form to the EE Coordinator.

Extended Essay Student/Parent Contract

IB Diploma Candidate: _____ (Printed Name in English)

1. I declare that I have received and read a copy of the SON Extended Essay student handbook.
2. I understand that the extended essay is a required component in the IB Diploma Programme and must be completed by December of 2025.
3. I am also aware that my essay must be written in English unless I have chosen to write a paper related to Chinese A or B. In that case, my essay must be written in Chinese.
4. I further understand that I must submit an essay that represents my own work, thoughts, and ideas, in line with the academic honesty policy of the school and the IBO.
5. Additionally, I understand that the essay must be written exclusively in the shared file provided by the Coordinator.
6. I will choose a subject of personal interest from the list of possible subjects and limit my topic to one that will allow for in-depth research.
7. I understand that I will be assigned an approved supervisor who will provide general guidance throughout the Extended Essay process.
8. I am aware that the Coordinator will make all possible efforts to provide me with my first, second or third choice of subject and supervisor, but ultimately the assignment will be made based on the supervisor's availability and discretion.
9. I am also aware that the Extended Essay Coordinator will monitor my progress, provide me with relevant information, and assist me with understanding important due dates during the research and writing process.
10. I understand that I will be given a grade (A to E) each term during Form 5 and Form 6 that reflects the quality of work submitted, and an ATL mark (A to D) that reflects my attendance and participation at the required plenary sessions, submission of work when due, and my demonstrated effort.
11. I will incorporate my learning in the reflections required, and I will demonstrate my willingness to learn by taking initiative in meeting with my supervisor.
12. I understand that **failure to produce an adequate comprehensive draft by May 11th, 2025 will result in my downgrading to the Course Track.**
13. I agree to submit the final draft of my Extended Essay, along with my required three reflections, on the respective due dates, and **I understand my failure to achieve at least a C in the EE final grade in Form 6 will prevent me from qualifying for the SON High School Certificate.**

(IB Diploma Candidate Signature)

(Date)

Parent

- 14. I have reviewed my son/daughter's Extended Essay Handbook and understand the guidelines established by the IBO and SON.
- 15. I understand that the Extended Essay is a required component for the IB Diploma and that there will be feedback about his/her progress on the school report card.
- 16. I understand that the Extended Essay Coordinator will assign a subject and supervisor to my son/daughter based on the availability of the faculty member requested by my child.
- 17. I am prepared and willing to monitor and support my son/daughter throughout the essay process.
- 18. If I have questions regarding the Extended Essay, I will contact the coordinator at **2870-1759 Ext 305** or email: **mzancan@schoolofthenations.com**.

(Parent Signature)

(Date)

Madalena Zancan
Extended Essay Coordinator

(Date)