

Semiahmoo Secondary IB DP

**SEMIAHMOO SECONDARY SCHOOL (0159)
INTERNATIONAL BACCALAUREATE PROGRAMME**

**STUDENT GUIDE TO THE EXTENDED ESSAY
2021 - 2023**

ACKNOWLEDGMENT

The framework and some of the information provided in this guide originate from the IB Guide: International Baccalaureate Organization. Diploma Programme Extended Essay Guide. Cardiff: Peterson House, 2016.

Table of Contents

IB Mission Statement	1
IB Learner Profile	2
The DP Circle	3
Extended Essay – FAQ	4
Students' and Supervisors' Responsibilities	6
The DP Points Matrix	8
Assessment Criteria	9
Subject Options for EE	14
Extended Essay Timeline	15
Advice from an EE Examiner	18
Reflection in EE	22
EE checklist on formal presentation	27
Academic Honesty	28
Electronic upload of EE	30
Grade descriptors	32
Bibliography	33
Letter to parents	34
Choice of subjects for EE	35

IB Mission Statement

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 students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Diploma Programme Circle

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is the comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



The core of the circle

All Diploma Programme students participate in the three course requirements that make up the core of the circle. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities.

Extended Essay – Frequently Asked Questions

What is the Extended Essay (EE)?

- Extended Essay, a compulsory requirement of the IB Diploma Programme Core, is an independent research-based essay of maximum 4,000 words written under the guidance of a supervisor, a teacher taught in the school. The EE may be written in one of the many IB Subject Areas, though students are strongly encouraged to choose a subject area taught at Semiahmoo Secondary. All Extended Essays are assessed externally by an IB examiner.

What are the benefits of writing the Extended Essay?

- The Extended Essay demands an in-depth study of a student-chosen topic that is aligned with one of the IB Subject Areas. The aims of the EE is to provide students with the opportunity to:
 - conduct independent research on a focused topic
 - form a clear and arguable research question/thesis
 - develop research, communication and writing skills
 - develop critical and creative thinking
 - learn how to properly document sources used in paper
 - experience the excitement of intellectual discovery

By completing the Extended Essay, the Diploma Candidates will be well prepared for the expectations of any college or university for research and writing assignments.

How long does the EE process take?

- Students are expected to spend approximately 40 hours of research and writing. The process starts in Grade 11 with an Extended Essay Information Meeting in January, choosing the subject area, meeting a supervisor and submitting a detailed outline and essay proposal before the end of the school year. A solid draft is due in the fall (deadlines will be set by departments) of Grade 12 with the final copy due in December.

What subject areas can a student choose?

- We strongly recommend considering a topic applicable to a subject area taught at Semiahmoo as our teachers are knowledgeable and experienced to support such topics. Students are encouraged to choose

an area that they are planning to continue in at a university level and a topic that they are interested in. Please refer to the IB Extended Essay Guide that is posted on our website.

How is the EE scored?

- The Extended Essay is marked by an external IB examiner who follows the assessment criteria outlined in the EE Guide. Scores are as follows: A = excellent (29-36); B = good (23-28); C = satisfactory (16-22); D = mediocre (8-15); E = elementary (0-7). (If a student receives an 'N', that means no grade was given.) Combined with the score on the Theory of Knowledge assessment, students may earn up to 3 bonus points, applied toward the minimum 24 points needed to earn the IB Diploma. Students who receive an 'E' on either their EE or TOK assessment will not earn the IB Diploma.

STUDENTS' RESPONSIBILITIES

It is required that you

- submit a signed contract to your supervisor and the Extended Essay Coordinator
- choose a topic that fits into one of the subjects on the approved EE list
- observe the regulations relating to the EE
- meet all the deadlines (see the EE Timeline below)
- submit a copy of the detailed outline to their supervisor and then the approved copy to the EE Coordinator in Grade 11 at the end of June
- submit a draft following departments' deadline in Grade 12 to a supervisor
- submit a final copy according to the deadline to your supervisor

NOTE: If you fail to submit your draft on time, we will start the process of withdrawing you from the Diploma Programme.

It is strongly recommended that students

- start work early
- think very carefully about the research question for your essay
- plan how, when and where they will find material for your essay
plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- come prepared for three mandatory sessions with a supervisor
- completes reflections right after the session
- creates a personal reflection space
- record sources as your research progresses (use cue cards)
- have a clear structure for the essay before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met
- save your notes, drafts, final copy on an external hard drive

SUPERVISORS' RESPONSIBILITIES

- provides advice and guidance in research and writing process
- conducts three mandatory supervision (reflection) and three informal sessions with a student
- encourages and supports the candidate during the EE process
- discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues

- is familiar with the regulations governing the EE and assessment criteria, and gives copies of assessment criteria specific to their subject to the student
- reads and gives feedback (comments) on the ONE draft of the EE (but does not edit the draft)
- monitors the progress of the EE to offer guidance and to ensure that the essay is the student's own work, and reads the final version to confirm its authenticity
- notifies the EE/IB Coordinator early on if students do not follow the process and do not meet the deadlines
- submits a predicted grade to the IB Coordinator
- completes the supervisor's report based on three mandatory student's reflections/meetings
- writes a report and presents it to the IB Coordinator if malpractice, such as plagiarism, is suspected in the final copy

It is recommended that the supervisor

- reads the EE reports for the subject
- spends between 3-5 hours with each student, including three mandatory sessions (the last session is a viva voce) and three informal sessions.
- ensures that the Research Question is appropriate for the subject
- advises students on documenting sources; techniques of information/data/evidence gathering and analysis
- conducts viva voce prior to completing a report

The supervisor

- will NOT provide a candidate a Research Question
- will NOT edit the candidate's work
- will NOT remind the candidate of the deadlines
- will NOT chase the candidate to be able to read a draft and give feedback

EE/TOK MATRIX

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				

An E in either TOK or EE results in zero points and a failing condition.

Checklist of the new IB assessment criteria

?

Criterion	Unpacking the criterion – advice for students
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.
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 Extended Essay, 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.
C: critical thinking	This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.
D: formal 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.
E: engagement	This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's <i>'Reflections on Planning and Progress'</i> form.

The EE Assessment Criteria - Overview

A: Focus and method	B: Knowledge and understanding	C: Critical thinking	D: Formal presentation	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

Using the criteria

Criterion	Assessed across the essay
A: focus and method	<ul style="list-style-type: none"> • Has the student maintained a focus on their research question <u>throughout the essay</u>? • Are the methods/sources of data identified in the introduction utilised <u>through the essay</u>?
B: knowledge and understanding	<ul style="list-style-type: none"> • Is subject specific terminology consistently used in an appropriate way <u>throughout the essay</u>? • Is knowledge and understanding of concepts evident and sustained <u>throughout the essay</u>?
C: critical thinking	<ul style="list-style-type: none"> • Is there evidence of critical engagement <u>throughout the</u> essay in terms of an analysis and evaluation of the data, materials and sources? • Does the discussion link to the RQ and the sources?
D: presentation	<ul style="list-style-type: none"> • Are the layout and structural elements consistent <u>throughout the essay</u>?

Each criterion is organised at three levels of information:

- Firstly, the 'mark band', which relates to the mark range available;
- Secondly, the strand, which relates to what is being assessed;
- Thirdly, the indicators, which are the demonstration of the strands within a mark band.

EXAMPLE: Criterion A: Focus and method

Mark band	(Strand) <i>The topic is communicated unclearly and incompletely</i>
1-2	<p>(Indicators of the strand)</p> <ul style="list-style-type: none"> ▪ identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>(Strand) <i>The research question is stated but not clearly expressed or too broad</i></p> <p>(Indicators of the strand)</p> <ul style="list-style-type: none"> ▪ the research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or, does not lend itself to a systematic investigation in the subject for which it is registered; ▪ the intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the RQ. <p>(Strand) <i>Methodology of the research is limited</i></p> <p>(Indicators of the strand)</p> <ul style="list-style-type: none"> ▪ the source(s) and/or method(s) to be used are limited in range given the topic and research question; ▪ there is limited evidence that their selection was informed.

Criterion	Unpacking the criterion
A: Focus and method	<p>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.</p> <ol style="list-style-type: none"> 1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness. <ul style="list-style-type: none"> ○ How well does the research paper identify and communicate the chosen topic? 2. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question. <ul style="list-style-type: none"> ○ Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task? ○ Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area? ○ Is the focus of the research question maintained throughout the essay?

3. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.
 - Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit?
4. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. There is no consideration of the research question as such.

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> • The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. • The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • The source(s) and/or method(s) to be used are limited in range given the topic and research question. • There is limited evidence that their selection was informed.

3-4	<p>The topic is communicated.</p> <ul style="list-style-type: none">• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none">• The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none">• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.• There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
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5-6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none">• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none">• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none">• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.• There is evidence of effective and informed selection of sources and/or methods.
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Subject Options for Extended Essay at Semiahmoo Secondary

Group 1 – English

Group 2 – French
Spanish

Group 3 – Geography
History

Group 4 - Biology
Chemistry
Physics

Group 5 - Mathematics

Group 6 – Visual Arts

SEMAIHMUO SECONDARY SCHOOL IB DIPLOMA PROGRAMME

EXTENDED ESSAY TIMELINE

GRADE 11:

September 2020 – February 2021

- Start thinking about the subject areas you might consider writing your EE in.
- Start building relationships with your teachers – one of them will be your EE supervisor.
- Start familiarizing yourselves with the EE guide (posted on Managebac) and the role of the EE within the Diploma Programme

January, 2021

- EE Introductory Session with the EE Coordinator

February 24, 2021

- Submit your choice of 3 subjects

March 4

- Subjects and Supervisors are assigned

March

- Start/continue your research to determine the feasibility of your proposed topic/s. Can you get enough sources/evidence/data to conduct a valid research for your topic? If not, you need to reconsider your topic.
- Supervisors might offer you some preliminary exercises that might help you with choosing your topic.

April

- Continue exploring these topics and try to narrow them down to (a) research question(s).
- Discuss informally your findings with your supervisor. However, remember that April is a very busy month as teachers are preparing Grade 12s for May exam session.
- Your Research question should be approved by your supervisor.

May

- Continue exploring your RQ and start working on your research plan.

June

- Continue your research and work on the outline.

June – last week (21-24)

- **1st mandatory reflection session with your supervisor**
 - discuss your research plan for the summer.
 - You must submit a detailed outline of EE with bibliography of sources or data/evidence that you've been able to find/collect so far.
 - **Complete your 1st reflection on Managebac on the day of your meeting; it must be signed by your supervisor**

Note: There are 3 mandatory sessions after which you must complete your reflection. Your mark for Criterion E is going to be based on your reflections. After you submit your reflection on Managebac, you will not be able to access it again and make any changes.

If you do not attend your reflection session and do not complete a reflection, you will not be able to continue with the Diploma programme.

July and August

- Wrap up your research.
- Start writing your essay.
- Go through a few drafts and complete a solid copy of your EE.
- Communicate any significant changes in topic or research question with your supervisor by email. **Never, under any circumstances, change your Research Question without getting an approval from your supervisor.**
- Revise, revise, revise your draft!

Grade 12:

September 7-10, 2021

- Submit your complete EE draft (title page, Table of contents, introduction, Body, Conclusion, Bibliography) to your Supervisor
- **Sciences** – submit experimental design and data collection
 - Begin data analysis
- 2nd Mandatory reflection session with your supervisor
- Complete your 2nd reflection on Managebac
- Revisit research if needed.
- Revise draft.

Sciences only – revision of analysis and begin conclusion (meet with your supervisor)

- Feedback from a supervisor to draft

November

- Make final revisions.

Sciences – draft (title page, Table of Contents, Introduction, Body/methods/results, Conclusion, Illustrations, Appendix) is due

- Complete EE check form (see Appendix) to make sure that all requirements are met.

December 16, 2021

- **Submit ONE copy of your Final EE to your supervisor; upload on Managebac**
- Enjoy your winter holidays☺

January 2022 (TBA)

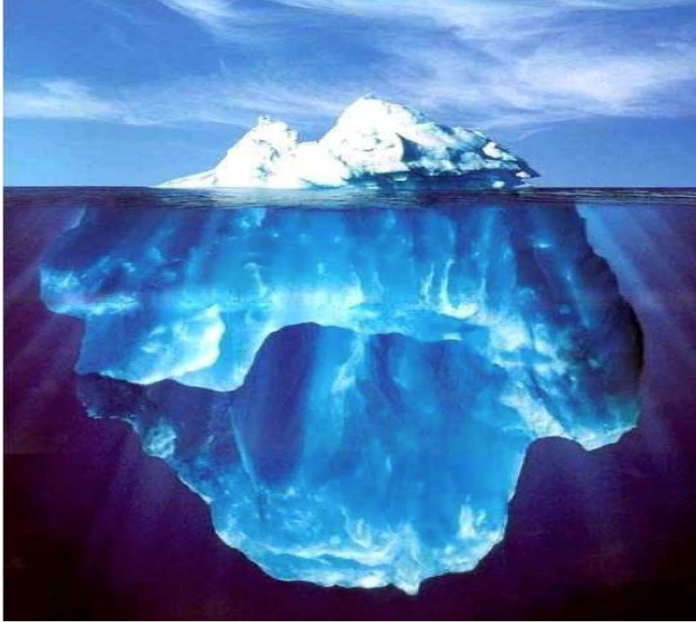
- **Viva Voce interview (3rd mandatory reflection session) with your EE supervisor**
- **Complete your 3rd reflection**

EE is one of your subjects on your report card. You will be getting comments whether you are meeting the requirements or not. Semester 1 report card (January of Gr. 12) will have an EE grade predicted by your supervisors.

If you are not meeting the requirements and/or deadlines, you might be withdrawn from the programme at any point of the process. In order to receive an IB Diploma, you must complete the EE and receive a grade not lower than a D.

ADVICE FROM AN EXTENDED ESSAY EXAMINER

K. GUEZALOVA



90% = Pre-Writing/Draft Phase

Student and Supervisor work together to:

- Explore and discuss ideas for topic development
- Locate resources
- Discuss readings and ideas
- Develop suitable research question
- Supervisor monitors progress

10% = Writing Phase

Student works independently to:

- Write EE draft
- Revision conference with a supervisor drives final version of essay
- Prepare the final EE

The IB iceberg analogy clearly demonstrates how important the stage of research/experimentation/collection of data/analysis is for a successful Extended Essay.

Please follow all the instructions outlined in the EE timeline. You will need to clearly understand and be able to interpret the assessment criteria, general and relevant to your subject, in the EE Guide. Read and score some samples using

EE assessment criteria. Spend time on your outlines. Revise and edit the rough draft/s carefully. Ensure that your draft addresses the assessment criteria. Thoroughly consider your supervisor's feedback. Once you have completed revision and editing, assemble your final copy with much care following the provided checklist. Now you are ready to submit your Extended Essay for assessment to your supervisor.

Criterion A – focus and method (6 marks)

- The topic and research question must be clearly stated: identify a broader area (topic) of research, then narrow it down to a specific RQ and provide the scope of the research (HOW?)
- A vague research question will lead to a weak argument.
- A clear and well-focused research question, which has a specific aim (or aims) will allow the student to work towards developing a reasoned argument within the scope of the task, rather than the kind of 'all-about' essay that unfocused research questions can lead to.
- The aim is to answer the research question by the end of the EE.
- Command Terms for each subject area (will be provided by supervisors) can become research question stems.

Evaluating the Research Question

- Is it clear? Will the reader understand the nature of my research? Will the research question direct the research being undertaken?
 - Is it focused? Is the research question specific enough to allow for exploration within the scope of the task (4000 words)?
 - Is it manageable? Will I be able to manage this research within the time frame?
 - Is it arguable? Does the research question allow for analysis, evaluation and the development of a reasoned argument?
- You must clearly identify and explain the purpose and focus of your research.
 - You may briefly discuss why this topic is personally important/significant.
 - The thesis (or hypothesis for science) should be provided somewhere in the introductory part of your essay. You must take a position, construct an argument based on evidence, and defend your thesis.
 - Choose sources relevant (effective and informed) to the RQ (the selection of sources is assessed under this criterion).

- If you use secondary sources (depends on the subject), they should be reliable and relevant, not of dubious value. Build an argument among authors/researchers, etc.
- Apply effective and informed methods relevant to the RQ.

Criterion B – Knowledge and Understanding (6 marks)

- Use accurately subject specific terminology and concepts.
- Demonstrate your knowledge and understanding of the RQ.
- ***How effectively the sources were used – compare to Criterion A (whether appropriate sources were selected)***
- Avoid unsupported assertions and generalizations.

Criterion C – Critical Thinking (12 marks)

- Provide a strong argument; eliminate all irrelevant descriptive, narrative, biographical and anecdotal details.
- Argument is well structured and coherent throughout the essay.
- Demonstrate your strong critical thinking and evaluative skills. **Note for History EE:** Do not evaluate sources as you do for Historical Investigation under a separate subheading.
- Critical evaluation of the essay is provided.
- Your conclusion should be concise and consistent with the content of your essay/evidence provided.
- This is more than summary. Concisely restate your key points and discuss the broader implications of the thesis.

Criterion D - Formal presentation (4 marks)

- Arial or New Times Roman font; size 12; double spaced; one side of paper only
- Section headings where appropriate
- Either you are citing a quotation, an idea, Internet information, illustrations/tables/charts, etc., you **MUST** provide references to the sources
- Should not exceed 4,000 words

➤ **Title page**

- Provide a concise title that clearly indicates the focus of the essay.
- Provide the Research Question.
- **NO NAME, CANDIDATE NUMBER ON THE TITLE PAGE OF THE FINAL COPY WHEN READY TO UPLOAD (see eCoursework guide on Managebac)**

➤ **Table of Contents**

- Outlines the main sections (starting with Introduction) with corresponding page numbers and indicates the structure of the essay.
- Page Numbers in the table of contents and the essay must match.
- Paging starts with Introduction (not on the title page and/or Table of Contents)

Criterion E – Engagement (6 marks)

- Intellectual initiative in choosing the RQ and sources
- Personal engagement with the RQ and the process of research
- Demonstrates engagement in discussion with a supervisor
- **Student’s voice is authentic and demonstrates critical thinking in their reflections after the three mandatory sessions with a supervisor**

Appendix

- Any material placed in the appendix must be relevant to your discussion.
- Examiners are not required to read the appendix. Include all the important information in the body of your essay. However, if you still think that the appendix is necessary, it must be cross-referenced to the development in the body of the essay.

Other points to consider:

- You can’t write a successful essay in less than 3,200 words.
- Not more than 4,000 words (table of contents, bibliography and appendices are not included in the count)
- If you decide to use a different style and provide footnotes, they can be used **ONLY** for references, but not for additional information that you cannot fit in the essay. This content information must be included in Word Count.
- If there are sections and subsection headings, label them in bold (included in Word Count).
- Proofread your essay from the title page to bibliography (call this section Works Cited).
- Please refer to the EE guide (pp. 88 - 92), ‘Bibliographies, references and citations.
- Works cited: Refer to the provided SFU Citation Guide: MLA style to avoid any errors in referencing and citation.
- Please refer to Plagiarism Tutorial (all four Parts) on SFU site - <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial> that you completed during the EE workshop.

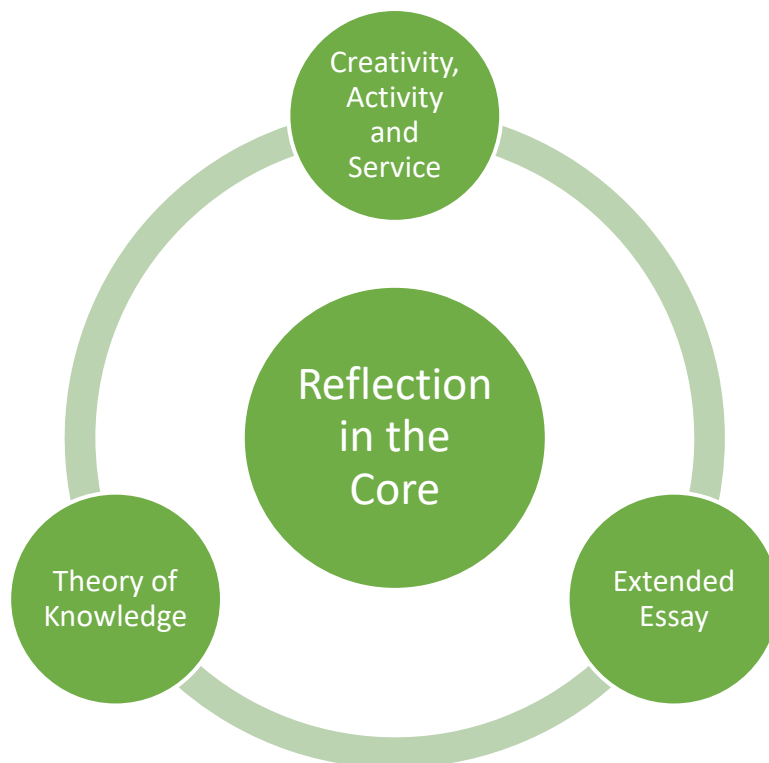
- If the referencing does not meet the minimum standard, work will be considered as a case of possible academic misconduct (EE guide 143)
- Before you submit your essay, refer to the provided checklist on formal presentation (see below)

The Role of Reflection

Reflective practices are an integral part of each student's IB learning experience. The reflection sessions provide students with an opportunity to discuss, analyze and evaluate their planning and progress through the research and writing process of the Extended Essay. For the supervisor, reflection provides an opportunity to better understand the Extended Essay as a process and to assess one's role as a supervisor.

Being reflective is one attribute of the IB learner profile.

'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.'



Reflection in the core

Theory of knowledge	The emphasis in TOK is on CRITICAL reflection, characterised by reflecting on metacognition, evaluation, justification, arguments, claims and counter claims, underlying assumptions and different perspectives.
CAS	The emphasis in CAS is on AFFECTIVE reflection, characterised by reflecting on attitudes, feelings, values, principles, motivation, emotions and self-development.
Extended essay	The emphasis in the EE is on PROCESS reflection, characterised by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and appropriate sources.



Reflection in the EE

- Reflection in the EE focuses on the student's progress during the planning, research and writing process. It is intended to help students with the development of their EE as well as allowing them the opportunity consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed.
- The emphasis in the EE is on **PROCESS** reflection, characterised by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and appropriate sources.
- Students will be encouraged to informally reflect throughout the experience of completing an EE, but are required to reflect formally during their reflection sessions with their supervisor and when completing the Reflections on Planning and Progress Form.

Rationale for Reflection

- Good practice
- To facilitate the development of learner profile attributes
- Supports, and is supported by, the new Approaches to Teaching and Learning initiative
- To encourage students to plan, review and reflect on their own progress in the research process
- To strengthen the supervision process
- To form part of an assessment of students' engagement with their topic and the research process
- To monitor and ensure the authenticity of student work.

The Role of Reflection in the EE

- It is a critical evaluation of the thinking process
- It demonstrates the discovery and evolution of conceptual understandings
- It demonstrates the rationale for decision-making
- It demonstrates skills development
- Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process.

Reflection in the Extended Essay – Researcher's Reflection Space (RRS) and Reflection on Planning and Progress Form (RPPF)

Engagement with the process:

- the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question;
- the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices.

Engagement with their research focus:

- an insight into their thinking, their intellectual initiative, their creative approach through reflections on the thought and research process;
- the extent to which the student voice is present rather than that of the supervisor and academics; is the student's engagement reflected?

The Researcher's Reflection Space (RRS) and reflection sessions

- Evidence from a RRS can be used to stimulate discussions in the reflection sessions.
- In the first reflection session this may include: initial topic exploration; possible sources and methods; preliminary research questions; and personal reactions to the research topic.
- In the interim reflection session this may include: reactions to readings; a timeline; a possible argument outline; setbacks and strategies for dealing with them.
- In the final reflection, the viva voce, this may include: new questions uncovered; what they have learnt about the topic and their own learning; the significance of their research.

The Researcher's Reflection Space

- The RRS is a personal learning environment that can be either a physical or virtual support tool.
- A space in which students are able to record reflections on what they are reading, writing and thinking.
- It supports learning, thinking, critical analysis and evaluation and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.
- It can be used to:
 - Record their reflections;
 - Respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, etc;
 - Respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the DP
 - Create Mind Maps®;
 - Record emerging questions.

The viva voce: questions students might consider

Descriptive	Analytical	Evaluative
<ul style="list-style-type: none"> •What did I do? •How did I undertake my research? •What were the problems I faced? •Did my approach or strategies change throughout the process? •What have been the high and the low points of the research and writing process? 	<ul style="list-style-type: none"> •Was my research successful? •If I changed approach or strategies during the process, why did I do this? •What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research? •How has my understanding of the topic and research process developed throughout the task? 	<ul style="list-style-type: none"> •If I were to undertake this research again, would I do it differently – if so, why or why not? •What has affected this? •If I did do the research again would I change the theories applied, the methodological approach? Would this have led to a different outcome? •What can I conclude from this? •Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes? •What, if any questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?



Advice for students:

- Come prepared with issues to discuss at the three mandatory sessions – share excerpts from your Researcher’s Reflection Space.
- Reflect on previous discussions and be prepared to show how you have progressed.
- Do not expect your supervisor to do your thinking for you.
- Use your supervisor as a sounding board for ideas and arguments.

EXTENDED ESSAY CHECKLIST ON FORMAL PRESENTATION

		Check
1	Is the essay within the allowed limit of 4,000 words?	
2	Did you use Arial or NT Roman font, size 12?	
3	Is the essay double spaced?	
4	Is there a Table of Contents with pages?	
5	Are all pages numbered beginning with Introduction page?	
6	Are tables, charts, graphs and illustrations labeled and referenced where applicable?	
7	Are sources referenced?	
8	Is any material that is not yours cited and referenced?	
9	Are you using the same style for referencing throughout your paper?	
10	Are all references cited correctly in the body of the essay and in the Works Cited page?	
11	Is material presented in the Appendix cross-referenced in the body and labeled?	
12	Is your Research question stated clearly in your Introduction?	
13	Is your Research question stated clearly in your Conclusion?	
14	Does the Works Cited page include all and only the works you refer to in your essay?	
15	Does the printed source in Works Cited page includes author(s), title, date and place of publication, publisher?	
16	Do Web sources include the URL and the date when you accessed them? (MLA 7)	

ACADEMIC INTEGRITY

Students are supported throughout the Extended Essay process with a clear focus on the advice given in the Extended Essay guide, the research process for an academic paper, proper bibliographic documentation, and academic honesty (Please refer to Semiahmoo IB Academic Honesty Policy).

Understanding academic integrity

- The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.
- The IB General Regulations: Diploma Programme, define Academic misconduct (academic misconduct) as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Academic misconduct cases investigated by the IB

- On average, the IB investigates 800+ cases of academic misconduct during the May sessions.
 - ❖ 53% are plagiarism cases
 - ❖ 25% are collusion cases
 - ❖ 12% are exam related cases
 - ❖ 6% are ethical breaches
 - ❖ 4% others

On average

- 76% of the cases are reported by examiners
- 14% of cases are reported by schools
- 10% of the cases are detected through the random sample of the IB

Academic malpractice (SEE SEMI ACADEMIC INTEGRITY POLICY)

- Plagiarism – the ideas or work of someone else without acknowledging it
- Cheating – getting someone else to write the EE
- Fabrication – the falsification of data or information
- Collusion – where one student knowingly helps another student produce the EE

Role of external mentors

- Ideally, students should carry out the research for the essay solely under the direction of a school supervisor within the school.
- However, in circumstances where the school deems it appropriate, students may undertake their research at an institute or university, under the guidance of an external mentor.
- This must be with the agreement of the school, and the external mentor must be provided with a letter outlining the nature of the extended essay and clear instructions as to the level of guidance that is permitted.
- Schools are responsible for ensuring that these external mentors are aware of the limits of their role in providing this service. It is important to note that if this is the case the student must be allocated a supervisor within the school and undertake their reflection sessions with this person.
- Only a supervisor within the school is permitted to complete the reflection process for the extended essay with the student and provide both signature and comments on the Reflections on Planning and Progress form (RPPF). The nature of these comments may be informed by the external mentor but must not be provided by them.
- The letter, which must be electronically signed by the external mentor, must be inserted in the appendix of the essay as part of the document file rather than as a scanned document. If a student has had an external mentor, this signed letter is an important part of the authentication of the essay.
- As the extended essay is an independent task and a formal assessment component, students must not receive assistance with any aspect of their research, writing or proofreading of the extended essay beyond that which is permitted through their supervisor.
- If a supervisor suspects that the extended essay submitted for assessment by a student could not have been completed without assistance, they are required to bring this to the attention of the DP or extended essay coordinator, who in turn must inform the IB. This will then be investigated as a possible case of academic misconduct.

The Electronic Upload of Extended Essays

With effect from the November 2016 examination session, schools are required to upload all extended essays. Information on the upload procedure is available on Managebac. In case of the supervisor/coordinator uploads and verifies the authenticity of work, students must sign 'Candidate consent form'. If the candidate uploads and verifies their work, then the form is not required. The supervisor/coordinator verifies the authenticity of the work and submits it for assessment.

Coordinators are requested to please convey the following information to supervisors and candidates, effective November 2016.

1. Neither the candidate name or candidate number should appear on any of the pages of the extended essay, including the title page.
2. The essay is formatted as follows:
 - using Arial or New Times Roman font
 - font size 12
 - double-spaced
 - numbered pages
3. The extended essay is an acceptable file type:
 - DOC
 - DOCX
 - PDF
 - RTF
4. The extended essay is an acceptable file size of no more than 10MB, which still allows for high quality images.
5. All diagrams, maps, tables, must be digitally produced where possible to prevent excessive file sizes when included in as part of the essay.
6. In preparation for electronic upload, supervisors must remind candidates that the model for the extended essay is a paper in an academic journal. No provision is therefore planned for the upload of media other than the essay itself and accompanying images. There is no requirement for the examiner to refer to any material that is not included in the extended essay itself when assessing the work.
7. Receiving an electronic version of an extended essay will make it easier for examiners to gauge at which point an essay has reached 4000 words. Candidates must be reminded of the penalty for exceeding the word count, or circumventing it using footnotes incorrectly (for anything other than referencing).

GRADE DESCRIPTORS

Grade A
<p>Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.</p> <p>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.</p>
Grade B
<p>Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p>
Grade C
<p>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; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.</p> <p>Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.</p>
Grade D
<p>Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; 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; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.</p> <p>Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</p>

Grade E

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.
Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

IMPORTANT:

Your EE grade (A – E) is a predicted grade as for any of your six IB subjects. The following percentage, which corresponds to an IB letter grade, will appear on your January report card for Semester 1 in Gr. 12

A – 100%

B – 90%

C – 80%

D – 70%

E – 60% (however, this grade is failing according to IB EE requirements and the Diploma will not be awarded)

Bibliography

1. Guide: Extended Essay 2018. IBO. Geneva, Switzerland. 2016.
2. Extended Essay 2018. In practice: Teacher support material. ibpublishing.ibo.org.
3. Academic Integrity. IBO. 2019.

Dear Parent(s)/Guardian(s),

As many of you are aware, IB requires each student to submit a 4,000-word Extended Essay (EE). Failure to do so results in a student not meeting the qualifications for the IB diploma. Your child will be writing this important essay over the summer. Upon returning to school in September, your child needs to submit one copy of their draft/data analysis for sciences to their teacher-supervisor by/on **September 10, 2021**. This date is the deadline established by our school and failure to adhere to the deadline will result in the start of the process for removal from the IB program at Semiahmoo Secondary School.

This letter is being sent to you to make you aware of the seriousness of this IB requirement and the consequences for failure to submit the EE. You can help your child with this process over the summer by making sure that they are writing their EE, and have a copy in hand on September 10, 2021 when they arrive at school.

Thank you for your attention and assistance with this process. Please tear off the bottom of this letter, sign it, and have your child return it to Ms. Guezalova's mailbox in the IB office by May 28, 2021.

Sincerely,

Ms. Guezalova

Student Last and First Name (Print):

Student Signature: _____

Parent/Guardian Name (Print):

Parent/Guardian Signature:
