

Student Guide to the Extended Essay

SEMIAHMOO SECONDARY SCHOOL (0159)
INTERNATIONAL BACCALAUREATE PROGRAMME

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. Geneva, Switzerland, 2025.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



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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 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 are 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 November. Final interviews called Viva voce and a formal reflection occur in January of Grade 12.

What subject areas can a student choose and who will supervise?

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.

Who will Supervise the EE?

Once students have chosen their preferred EE topics, they will be assigned to appropriate subject area teacher supervisors. In some cases, depending on supervisor availability, students will be assigned to topics and supervisors of their second choice.

All extended essay supervisors are experienced and well trained in the supervision process. At the opening of the EE process each January, the EE Coordinator conducts a professional development session

to review the process. The IB Department also collectively reviews and reflects on the EE results when they are released in July. When new teachers join the program, they work with the EE coordinator and subject area mentors for training in the process. All supervising teachers are provided with the Semiahmoo EE School Guide, IB EE Samples and rubrics for marking standardization, and access to up-to-date materials through MyIB.

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; B = good; C = satisfactory; D = mediocre; E = elementary.

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 students

- 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
- attend three mandatory sessions/interviews with a supervisor
- complete three reflections on RPP Form on Managebac after each session with a supervisor
- 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, there will be no feedback provided though you will be able to submit your final paper by the deadline. If you fail to submit your final copy by the deadline, you won't be able to continue 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

Supervisors will

- provide advice and guidance in research and writing process
- conduct three mandatory supervision (reflection) and three informal sessions with a student
- encourage and support the candidate during the EE process
- discuss the choice of topic with the student and help to formulate a well-focused research question
- ensure that the chosen research question satisfies appropriate legal and ethical standards of health and safety, confidentiality, human rights, animal welfare and environmental issues
- be familiar with the regulations governing the EE and assessment criteria, and give copies of assessment criteria specific to their subject to the student
- read and give feedback (comments) on ONE draft of the EE (but not edit the draft)
- monitor the progress of the EE to offer guidance and ensure that the essay is the student's own work, reading the final version to confirm its authenticity
- notify the EE and IB Coordinator early on if students do not follow the process and do not meet their deadlines
- submit a predicted grade to the EE Coordinator
- complete a supervisor's report based on the three mandatory student reflection meetings
- write a report and present 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 the 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 their report

The supervisor will NOT

- provide a candidate with a Research Question
- edit the candidate's work
- remind the candidate of the deadlines
- 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.

IB EE ASSESSMENT CRITERIA

Criterion	Guiding Questions
A: Framework for the essay	<ul style="list-style-type: none"> • Do the research question, research methods and structural conventions followed provide an effective framework for the essay? • 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>? • Are the layout and structural elements consistent <u>throughout the essay</u>?
B: Knowledge and understanding	<ul style="list-style-type: none"> • Does the student demonstrate knowledge and understanding of the subject matter being used in their research? • 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: Analysis and line of argument	<ul style="list-style-type: none"> • Does the student analyse the information presented in the essay and produce a coherent line of argument? • Is there evidence of critical engagement <u>throughout the</u> essay in terms of an evaluation of the data, materials and sources? •
D: Discussion and evaluation	<ul style="list-style-type: none"> • Does the student discuss the findings and evaluate the essay? • Does the discussion link to the RQ and the sources? • Is the discussion of the significance of the findings balanced and supported by appropriate evidence? • Does the evaluation explain relevant strengths and limitations?
E*: Reflection	<ul style="list-style-type: none"> • Does the student evaluate the effect of the extended essay learning experience on them as a learner? • Evidence referred to in the reflection may be drawn from: <ul style="list-style-type: none"> ○ Experiences and insights that could shape future thinking ○ Explicit examples of how skills learned could be used in other current contexts and in the future ○ How changes in perspective impacted decision-making

***Criterion E applies only to the reflective statement on the student's RPF.**

SAMPLE ASSESSMENT CRITERION

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: Framework for the essay

Assessment criteria

Criterion A: Framework for the essay	Guiding question: Do the research question, research methods and structural conventions followed provide an effective framework for the essay?		
	Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
	1–2 marks	3–4 marks	5–6 marks
Research question	A research question is stated but it lacks relevance to the topic of investigation, clarity or focus.	The research question is relevant to the topic of their investigation and clear but only partially focused in relation to the scope of the essay.	The research question is relevant to the topic of investigation, clear and focused in relation to the scope of the essay.
Research methods	Research methods are used, but these are mostly unsuitable for the research question.	Research methods that are mostly suitable for the research question are explained and applied with partial effectiveness.	Research methods that are suitable for the research question are explained and applied effectively.
Structure	Structural conventions are present in the essay but these do not support communication of the research.	Structural conventions used in the essay support some aspects of the communication of the research.	Structural conventions used in the essay effectively support communication of the research.

Subject-focused Pathway: Write an essay in one subject area.

Group 1 – English

Group 2 – French

Spanish

Group 3 – Geography

History

Group 4 - Biology

Chemistry

Physics

Group 5 - Mathematics

Group 6 – Visual Arts

Interdisciplinary Pathway: Write an essay using the combined lenses of 2 DP subjects.

- Students only need to be taking 1 of the 2 courses.
- It is best if the supervisor is a teacher in 1 of the 2 courses as well.
- The second subject can be in a course not offered at Semiahmoo (e.g. business management, economics, psychology).
- The student will be responsible for researching and using the conventions of the second subject area, with limited support from the supervisor.

EXTENDED ESSAY TIMELINE

GRADE 11

September – December

- Build relationships with your teachers – one of them will be your EE supervisor.

February

- EE Introductory Session with the EE Coordinator.
- Think about the subject areas you might consider writing your EE in.
- Read the IB EE guide (General section and your subject section(s)).
- Read the Semiahmoo EE guide.
- Visit Managebac and check the EE folder with numerous resources.

March

- Attend optional session with subject area teachers.

April

- Submit your choice of 3 subjects.
- Subjects and Supervisors are assigned.
- Complete any preliminary exercises offered by your supervisor to help choose your topic and Research Question.
- Start researching to determine the feasibility of your proposed topic(s). Can you get enough sources/evidence/data for your topic? If not, you need to refine or reconsider your direction.

May

- Narrow your topics and propose (a) research question(s).
- Discuss informally your findings with your supervisor.
- Get approval for your Research question from your supervisor.
- Continue exploring your RQ and create your research plan.
- Read EE samples in your subject area.
- Review the EE resources on Managebac and the Subject-Specific Guidance from the IB EE Guide.

June

- Prepare your essay outline and annotated bibliography.
- 1st mandatory reflection session with your supervisor (last week of school).
 - discuss your research plan for the summer.
 - Submit a detailed outline of EE with bibliography of sources or data/evidence that you've collected so far.
- Complete a reflection on Managebac directly following your meeting.

Note: There are 3 mandatory sessions after which you must complete a reflection. Your mark for Criterion E is going to be based on your final reflection. 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 SESSIONS AND DO NOT COMPLETE YOUR REFLECTIONS, YOU WILL NOT BE ABLE TO CONTINUE WITH THE DIPLOMA PROGRAMME.

July and August

- Wrap up your research and 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

- Submit your complete EE draft (title page, table of contents, introduction, body, conclusion, and works cited page) to your supervisor (first week of school).
- **Sciences** – submit experimental design and data collection.
 - Begin data analysis.
- 2nd Mandatory reflection session with your supervisor.
 - Complete your 2nd reflection on Managebac.
- Revise draft.
- **Sciences only** – revision of analysis and begin conclusion (meet with your supervisor).

September-October

- Feedback on your draft from a supervisor.
- Revise and incorporate feedback.
- **Sciences only** – draft (title page, Table of Contents, Introduction, Body/methods/results, Conclusion, Illustrations, Appendix) is due.

November

- Make final revisions.
- Complete EE checklist form (see pg. 23) to make sure that all requirements are met.
- Final copies are due. Dates will be posted.
- Submit ONE copy of your Final EE to your supervisor and upload one copy to Managebac.

January

- Viva Voce (3rd mandatory reflection session) with your EE supervisor.
- Complete your 3rd reflection. 500 words. Will be evaluated in Criterion E and should discuss learning throughout the entire Extended Essay process.

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. To receive an IB Diploma, you must complete the EE and receive a grade of D or higher.

90% = Pre-Writing/Draft Phase

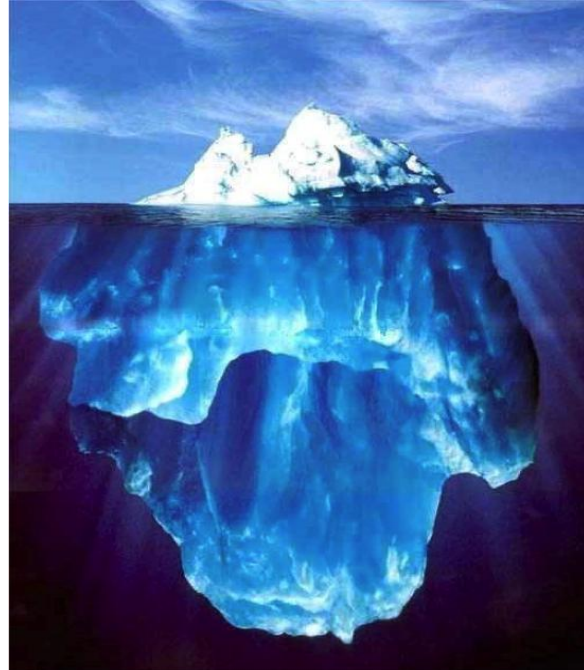
Student and Supervisor work together to:

- 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 – Framework for the essay: Research Question, Research Methods, Structure (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.

Structure

- Arial or New Times Roman font; size 12; double spaced; one side of paper only
- Section headings where appropriate
- Whether 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 should include the following:**
 - **IB student code.**
 - Research Question.
 - Subject area(s)
 - Word count.
 - **NO NAME 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)
- **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.

Criterion B – Knowledge and Understanding (6 marks)

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

Criterion C – Analysis and Line of Argument (6 marks)

- Provide a strong argument; eliminate all irrelevant descriptive, narrative, biographical and anecdotal details.
- Argument is well structured and coherent throughout the essay.

Criterion D – Discussion and Evaluation (8 marks)

- 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 E – Reflection (4 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**

Other points to consider

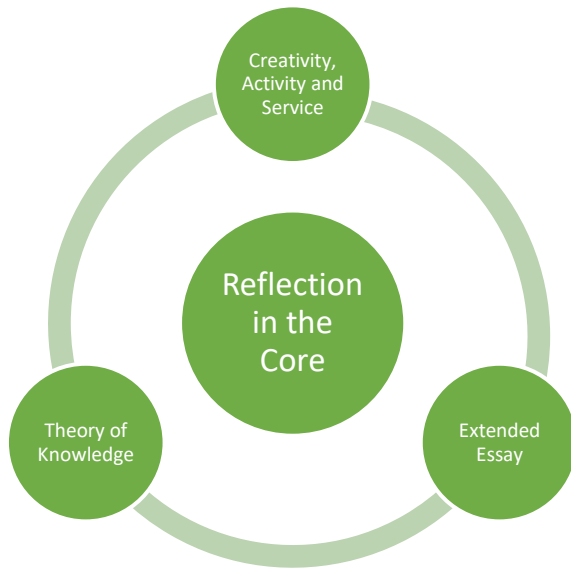
- You can’t write a successful essay in less than 3,200 words.
- Not more than 4,000 words (table of contents, bibliography and appendices are not included)
- If you decide to use a different style and provide footnotes, they can be used **ONLY** for references, but not for additional information that 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.93 - 96), “The ethical researcher”.
- Works cited: Refer to the MLA style guide to avoid any errors in referencing and citation.
 - Please refer to Plagiarism Tutorial (all four Parts) on SFU site - <https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>
 - If the referencing does not meet the minimum standard, work will be considered as a case of possible academic misconduct (EE guide 107-108)

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.’



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 EXTENDED ESSAY

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 Reflection and Progress Form (RPF).

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.

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

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 (2018)

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

Typically

- 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 SEMIAHMOO 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's name nor candidate number should appear on any of the pages of the extended essay, including the title page.
2. The essay is formatted as follows:
 - a. using Arial or New Times Roman font
 - b. font size 12
 - c. double-spaced
 - d. numbered pages
 - e. The extended essay is an acceptable file type: DOC, DOCX, PDF, RTF
3. The extended essay is an acceptable file size of no more than 10MB, which still allows for high quality images.
4. All diagrams, maps, tables, must be digitally produced where possible to prevent excessive file sizes when included in as part of the essay.
5. 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.

6. 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 AND BC GRADE CONVERSION CHART

IB Grade	BC %	BC Letter Grade	IB Grade Descriptor
A	95%-100%	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>
B	90%-94%	A	<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 the key decision-making during the research process is documented.</p>
C	86%-89%	A	<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</p>

			<p>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 evidence but shows mostly factual information, with personal reflections mostly limited to procedural issues.</p>
D	73%- 85%	B	<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 evidence but it is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</p>
E	50%- 72%	C	<p>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.</p> <p>Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.</p>

Note: Though an E converts to a C in the BC curriculum it is a failing grade for the EE and the Diploma will not be awarded.

WORKS CITED

1. Guide: Extended Essay 2027. IBO. Geneva, Switzerland. 2025.
2. Extended Essay 2027. In practice: Teacher support material. ibpublishing.ibo.org.
3. Academic Integrity. IBO. 2019.

LETTER TO PARENTS

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 for Humanities subjects and data analysis for sciences to their teacher-supervisor first week in September. 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 first week in September when they arrive at school.

Thank you for your attention and assistance with this process. Please follow the link or scan the QR code below to register your receipt and understanding of this letter.

Sincerely,

Ms. Kristy Harrison

EE Coordinator

Semiahmoo Secondary

<https://forms.office.com/r/HEi7d1kxFm>

