

IB Diploma Program

North Shore High School

Extended Essay Handbook



This handbook has been adapted From the *IBO Extended Essay Guide, 2018*

EXTENDED ESSAY HANDBOOK

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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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

IB Learner Profile

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.

What is the Extended Essay?

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects, normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, in the form of a 4,000 word essay.

The extended essay is:

- compulsory for all Diploma Program students
- externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with an in-school supervisor
- presented as a formal piece of scholarship containing between 3,600 and 4,000 words (around 13-15 pages)
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or *viva voce*, with the supervising teacher and other IB teachers

Aims and Objectives:

The aims of the extended essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery

In working on the extended essay, students are expected to:

- plan and pursue a research project with intellectual initiative and insight
- formulate a precise research question
- gather and interpret material from sources appropriate to the research question
- structure a reasoned argument in response to the research question on the basis of the material gathered
- present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic methods
- use the terminology and language appropriate to the subject with skill and understanding
- apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research

Which subjects are suitable for an Extended Essay?

The subject for the Extended Essay must come from a list developed by IB. IB and North Shore High School IB faculty strongly recommend that students choose a subject that corresponds to one of their six chosen courses for the IB diploma. A student's background knowledge of a subject will aid him or her in producing a high-quality piece of scholarship. When a student chooses to complete an extended essay in a subject that they are not studying as part of the Diploma Program, they often receive lower marks.

The following subjects are offered through North Shore's IB Program:

- Group 1 (Literature in native language)
- Group 2 (World languages: French, Spanish, Italian, Latin. Essays can be on the language itself, culture and society, or literature)
- Biology
- Business Management
- Chemistry
- Environmental Systems
- History of the Americas
- Mathematics
- Music
- Physics
- Theatre Arts
- Social and Cultural Anthropology

Please remember that North Shore does not offer courses in many IB subjects, and therefore students who choose to write an Extended Essay on any of those subjects will find themselves at a severe disadvantage. Students who aim to complete an Extended Essay on a subject outside of their IB course load must receive written approval from the IB Coordinator prior to beginning the process.

How do I find a Supervisor?

Teachers must apply to serve as Extended Essay Supervisors. A committee of teachers and administrators will match students with qualified supervisors from a pool of approved applicants. No supervisor may work with more than 3 students at a time.

What are the Responsibilities of the Supervisor?

Supervisors are REQUIRED to:

- Spend between 3 and 5 hours with each student, including time spent on the viva voce
- Commit to working with each student during the Spring semester of his or her Junior year and the Fall semester of his or her Senior year
- Discuss the choice of topic with the student and, in particular, help the student formulate an original, meaningful and well-focused research question
- Help the student understand and effectively use the IB subject specific guidelines and command terms
- Monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work
- Advise students on techniques of information, evidence and data gathering and analysis
- Help students to document sources
- Advise students on writing an abstract
- Read and comment on (but not edit) one complete draft of the essay only
- Read the final draft to confirm authenticity
- Complete and sign a two-page Supervisor Report, describing student's work ethic and research process
- Write a more in-depth report for IB if the student does not attend meetings or plagiarizes

Supervisors CANNOT:

- Proofread or edit
- Correct spelling and punctuation
- Correct experimental work or mathematics
- Re-write any of the essay
- Indicate where whole sections of the essay might be better placed
- Correct bibliographies or citations

What are the Responsibilities of the Student?

It is REQUIRED that students:

- Choose a topic that fits into one of the subjects on the approved list
- Observe the regulations relating to the Extended Essay
- Meet deadlines
- Keep appointments with their supervisors
- Acknowledge all sources of information and ideas in an approved academic manner
- Work according to the academic honesty policies of BOTH the IB and North Shore High School
- Upload their final draft to Turnitin.com
- Stick to the 4,000 word limit

It is STRONGLY RECOMMENDED that students:

- Start work early
- Attend the Student EE Workshops offered by North Shore
- Think very carefully about the research question for their essay
- Plan how, when, and where they will find material for their essay
- Plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- Meet the deadlines outlined by North Shore's EE Timeline
- Record sources as their research progresses (rather than trying to reconstruct a list at the end)
- Have a clear structure for the essay itself before beginning to write
- Check and proofread the final version of their essay carefully
- Make sure that all basic requirements are met

Academic Honesty

Academic honesty in the Diploma Program is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students, or that require students to work collaboratively, must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

Acknowledging the Ideas or Work of another Person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Program candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images, and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate’s failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate’s school. Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text, a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that audio-visual material, text, graphs, images and/or data published in print or in electronic sources that are not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

Extended Essay Calendar

JUNIOR YEAR

Date/Time	Item Due
Nov. 30, 2016	Parent/Student Extended Essay Info Meeting
Week of Dec. 19-23 2016	EE Subject Form and Contract due to Ms. Rice
Feb. 1, 2017 During ToK	Student EE Workshop #1 Review Rubric and Example EE's
Feb. 6, 2017 3-4 PM	Mandatory Supervisor Meeting #1 In the Library
March 20, 2017 During ToK	Student EE Workshop #2 Developing an original research question
March 2017	Supervisor Meeting #2 Discussion/Approval of research question by Supervisor <i>Complete Entry 1 on Planning and Progress Form in ManageBac</i>
April 18, 2017 During ToK	Student EE Workshop #3 Submission of Working Research Questions in ManageBac Finding scholarly sources
May 2017	Supervisor Meeting #3 Discuss Annotated Works Cited and EE Outline <i>Complete Entry 2 on Planning and Progress Form in ManageBac</i>
June 2, 2017	Working Research Question and Annotated Works Cited with 3-5 sources due to Mrs. Reimels in the Library
June 22, 2017 9 AM -12 PM	Extended Essay Workday in the HS Library with Ms. Brodie

SUMMER 2016

Students work <i>independently</i> on first draft of the Extended Essay	
Aug. 30, 2017 9 AM -12 PM	Extended Essay Work Day in the HS Library with Ms. Rice

Extended Essay Calendar

SENIOR YEAR

Sept./Oct. 2017	Supervisor Meeting #4
Nov. 21, 2017	First Draft of Extended Essay due to Supervisors and Turnitin
Nov./Dec. 2017	Supervisor Meeting #5 Discuss First Draft Revisions
Dec. 22, 2017	Final Draft of Extended Essay due to Ms. Rice
Jan. and Feb. 2018	Viva Voce with Supervisor, and either Ms. Rice, Ms. Brodie, or a North Shore High School Administrator <i>Complete Entry 3 on Planning and Progress Form in ManageBac</i>

THE EXTENDED ESSAY RESEARCH PROCESS

The Extended Essay Research Process:

1) Choose an IB subject for your Extended Essay and register with IB. (MID - JANUARY)

The first step is choosing a subject for the Extended Essay from the IB-generated list of subjects. Students can take time to develop their specific topic of investigation or research question within that subject, but must register their Extended Essay with IB in a specific subject at the very beginning of the research process. *If a student switches subjects after registration, he or she will be charged a fee by IB.*

2) Receive a supervisor pairing. (MID - JANUARY)

Students will be matched with a qualified supervisor. The supervisor must be a North Shore High School Faculty member. The supervisor does not necessarily have to teach within the Extended Essay subject area. The supervisor will guide the student through the research process rather than content. A committee of teachers and administrators will make the final determination concerning student-supervisor pairings.

3) Review the Subject Specific Guidelines and Command Terms. (FEBRUARY)

A good research paper is not necessarily a good extended essay. This is mainly because of the specific and precise format that IB has prescribed for the Extended Essay. Within the general Extended Essay guidelines dictated by IB, each subject area has a unique and specific set of guidelines that must be followed. After deciding on a subject, students must carefully review the Subject Specific Guidelines. No matter how strong an Extended Essay may seem, adhering to the Subject Specific Guidelines is a crucial part of how the Extended Essay will be assessed and rated.

4) Conduct pre-research. (FEBRUARY)

Within a student's chosen subject, he or she must further specify a focused topic of investigation or develop an original research question. In order to do this, students must learn more about their subject and the scholarship and research happening within the field. Students will conduct pre-research using NSHS's Library Databases to access current scholarly articles, studies and data. Familiarizing themselves with trends in the subject and assaying the amount of sources available within the area of interest will help them to focus their Extended Essays.

5) Develop an Original Research Question. (MARCH)

Before they begin, it is important for students to remember that the Extended Essay is an *investigation, not a report*. The point of the Extended Essay is not to summarize or regurgitate information. Students must investigate an original research question, present different points of view from diverse, scholarly sources and answer the research question.

The EE Research Question Must Be:

- Original
- Fruitful
- Focused
- Based on pre-research
- Discussed extensively with your Supervisor

6) Reflect. (CONTINUOUSLY)

Reflection is an important aspect of the DP core, with each element providing a different kind of reflection. In the extended essay, reflection focuses on progress during the research process. It is intended to help candidates with their planning and completion of the extended essay, as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed in order to complete the task. Three mandatory reflection sessions must take place between the student and the supervisor. These sessions must be allocated an appropriate length of time and it is recommended that this be at least 20 minutes per session. They can be scheduled by the student or supervisor as needed. After each reflection session, a reflection form will be completed by the student.

7) Find scholarly sources. (APRIL-MAY)

Highly rated Extended Essays incorporate a minimum of internet sources and instead rely on scholarly sources such as books, articles from newspapers, magazines and peer-reviewed journals.

8) Synthesize your sources. (APRIL-MAY)

Reading and engaging with sources is an important process. Students must be sure to carefully assess the value of each source in *investigating and answering the research question*. Remember, students should not summarize sources, but analyze and synthesize them in order to answer the research question. Students should be prepared for things to go wrong. Unfortunately, part of the research process is reading source material that ultimately is not useful, or discovering something later in the investigation that undermines what had been established. Students must leave enough time for this important process.

9) Complete and turn in an outline. (MAY-JUNE)

While developing a strong, thoughtful thesis early on in the writing process should help focus the essay, outlining is an essential tool for logically shaping the paper. A good outline helps students see, and develop, the relationships among the points in their argument and assures them that the paper flows logically and coherently. Outlining not only helps students place points in a logical order, but also helps them subordinate supporting points, weed out irrelevant points, and decide if there are necessary points that are missing from their argument. An outline will also help students synthesize their research. They should type quotes from their sources into the outline. This will help students organize their sources and see how they blend with their own ideas. Students must make sure to cite properly as they pull quotes or paraphrased information from sources (*Bloom's Literary Reference Online*).

10) Complete First Draft over the summer. (JULY-SEPTEMBER)

Students will work *independently* to write a complete first draft. Some students draft the introduction first. If they choose to do this, they must be prepared to revise it once the essay is complete. The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but, as the argument develops, it should be clear to the reader what relevant evidence has been discovered and how it supports the argument. In most subjects, subheadings within the main body of the paragraph will help the reader to understand the argument. Once the main body of the essay is complete, it is possible to finalize the introduction and conclusion.

11) Turn in a copy of the completed First Draft to Supervisors. (SEPTEMBER-NOVEMBER)

Commenting on one completed draft of the essay is a very important stage and the last point at which the supervisor sees the essay before it is finally submitted. It is therefore vital that the level of support given is appropriate. Too little support and the essay will go forward as a weaker piece of work than it needs to be; too much help and it will not be the work of an independent learner. The best way of conducting this last stage is for the student to submit the essay draft prior to meeting with the supervisor. This will allow time for the supervisor to add his or her comments.

12) Conference on First Draft with Supervisor. (OCTOBER-DECEMBER)

Submission of the first draft should be followed by a one to one discussion between the supervisor and the student in which they go through the comments together as they become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but this first draft *must not* be heavily annotated or edited by the supervisor. The next version handed to the supervisor after the first draft *must* be the final one.

13) Revise First Draft. (NOVEMBER-DECEMBER)

Student works *independently* to proofread, edit and revise his or her Extended Essay.

14) Submit Essay to Turn It In. (DECEMBER)

15) Viva Voce. (JANUARY-FEBRUARY)

The viva voce is a short interview between the student, the supervisor and another teacher or administrator. This interview concludes the Extended Essay process and serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the Supervisor's Report

16) Complete the Reflection on Planning and Progress Form. (JANUARY-FEBRUARY)

This form has been introduced to allow examiners to gain an insight into students' thinking throughout the process of undertaking their research and writing. It also allows candidates to engage in a more summative reflection of their achievements and challenges while completing the extended essay. Students will complete their final written reflection after the viva voce. Supervisors must sign after each reflection is completed and at the end of the process once the viva voce has taken place. The form is submitted along with the essay for external assessment.

Format

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The essay should be word-processed.

Length

Extended Essays should be between **3,600 and 4,000 words**. The upper limit of 4,000 words includes the introduction, the body, the conclusion and any quotations, but does **not** include:

- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices

Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

Title Page

The title should provide a clear indication of the focus of the essay. It should be precise and not necessarily phrased in the form of a question.

Contents Page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well designed and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

Bibliographies, References and Citations

An extended essay must reflect academic honesty in research practices and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate works cited pages, and referencing. Producing accurate citations, referencing, and a works cited is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves and it shows the student's understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice.

Citation

MLA Style

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. North Shore High School students are taught MLA Citation across disciplines and will be encouraged to use this citation style for the Extended Essay.

What is a Works Cited?

A Works Cited is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgment. The Works Cited should list only those sources cited.

What is a reference?

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented. References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

What is a citation?

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular documentation style that has been chosen. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others it will be in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Appendices, Footnotes, and Endnotes

Appendices, footnotes, and endnotes are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

Unless considered essential, complete lists of raw data should not be included in the extended essay. Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.

How is the Extended Essay Graded?

EXTERNAL ASSESSMENT:

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 34 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements.

The band descriptors are:

- A (28-34 points) - Work of an **excellent** standard
- B (21-27 points) - Work of a **good** standard
- C (14-20 points) - Work of a **satisfactory** standard
- D (7-13 points) - Work of an **elementary** standard
- E (0-6 points) - Work of a **failing** standard.

During one of several Extended Essay Student Workshops offered by North Shore, students will become familiar with the assessment criteria. Students will carefully review the Extended Essay Rubric, and use it to read and rate example Extended Essays from other IB World Schools.

Award of Diploma Points:

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands described previously.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

SUPERVISOR’S REPORT:

One whole criterion on the EE Assessment Rubric is devoted to a holistic judgment of the student’s research process and work ethic. Examiners base this holistic judgment largely on the Supervisor’s Report. The Supervisor’s Report is a one page document completed by the Supervisor. This is a chance for the Supervisor to convey information about the student’s work ethic, passion, reliability, time management skills, struggles, triumphs, unique accomplishments and depth of understanding.

The report should not:

- attempt to do the examiner’s job. It should refer to things, largely process-related, that may not be obvious in the essay itself.

The report should explain:

- minor slips in citation and referencing may lose the odd mark. If there appear to be major shortcomings, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes it contains plagiarism.
- any information about unusual intellectual inventiveness or persistence in the face of unexpected difficulties.

VIVA VOCE:

The *viva voce* is a short interview between the student, the supervisor, and another teacher or administrator who has read the student’s work. The *viva voce* is the required conclusion to the extended essay process. Students who do not attend the *viva voce* will be at a disadvantage.

The *viva voce* serves the following purposes.

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor’s report

The *viva voce* should last between 10 and 15 minutes. This is included in the recommended amount of time the supervisor should spend with the student. The following are examples of questions that can be asked, which should be adapted to the particular essay and student.

- “I am not clear what you mean on page XXX. You quote Y: could you explain a little more about what this tells us?”
- “On page *** you cite Z. I couldn’t find this reference (for example, website). Could you tell me more about it?”
- “What have been the high and low points of the research and writing processes?”
- “What were the most interesting aspects of the process? Did you discover anything that surprised you?”
- “What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an extended essay?”
- “Is there anything else that you would particularly like me to mention in my report?”
- Unless there are particular problems, the *viva voce* should end positively. Completion of a major piece of work such as the extended essay is something for students to feel good about.

REFLECTION ON PLANNING AND PROGRESS FORM:

Three mandatory reflection sessions must take place between the student and the supervisor. These sessions must be allocated an appropriate length of time and it is recommended that this be at least 20 minutes per session. After each reflection session, this form will be completed by the student.

This form has been introduced to allow examiners to gain an insight into students' thinking throughout the process of undertaking their research and writing. Reflection is an important aspect of the Diploma Program core, with each element providing a different kind of reflection. In the extended essay, reflection focuses on progress during the research process. It is intended to help candidates with their planning and completion of the extended essay, as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed in order to complete the task. It also allows candidates to engage in a more summative reflection of their achievements and challenges while completing the extended essay.

Supervisors must sign after each reflection is completed and at the end of the process once the viva voce has taken place and write their summative comment. The form is submitted along with the essay for external assessment.

This form presents students with the opportunity to:

- more clearly articulate and understand their decision-making process as it relates to the critical and evaluative elements of the essay
- to record reflections on what they are reading, writing and thinking
- prepare for their reflection sessions with their supervisors and inform the discussions that take place
- record emerging questions
- manage their workload and focus their extended essay

REFLECTIONS ON PLANNING AND PROGRESS

Supervisor name										
Candidate session number	0	0								
Candidate name										
School number			0	0						
School name										
Examination session (May or November)						Year				

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work.

Supervisor: You must have at least three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other sessions are permitted but do not need to be recorded on this sheet. After each session candidates must record their reflections and as the supervisor you must sign and date this form.

Reflections on planning and progress	Candidate comments	Date	Supervisor signature
First reflection session			

Interim reflection			
Final reflection – viva voce			
Supervisor’s comments:			

Candidate's declaration

This declaration must be signed by the candidate; otherwise a grade may not be issued.

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

Candidate's signature	Date
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Supervisor's declaration

This declaration must be signed by the supervisor; otherwise a grade may not be issued.

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent hours with the candidate discussing the progress of the extended essay.

Supervisor's signature	Date
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Advice to Students from Examiners

Recommended: things to do

Before starting work on the extended essay, students should:

- read the assessment criteria
- read previous essays to identify strengths and possible pitfalls
- spend time working out the research question (imagine the finished essay)
- work out a structure for the essay.

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice
- record sources as they go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that **can** be answered if there is a problem with the original topic
- use the appropriate language for the subject
- let their interest and enthusiasm show.

After completing the essay, students should:

- check and proofread the final version carefully.

Recommended: things to avoid

Students **should not** work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students **should not**:

- choose to write the extended essay in a subject that is not being studied as part of the Diploma Program
- forget to analyze the research question
- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the internet uncritically
- plagiarize
- merely describe or report (evidence must be **used** to support the argument)
- repeat the introduction in the conclusion
- cite sources that are not used.

REVISION CHECKLIST

I analyzed my extended essay and made the following revisions as necessary to improve my paper:

___ I revised my thesis to make it clearer and more focused.

___ I added new evidence to support my thesis and argument.

___ I deleted any irrelevant evidence that does not support my thesis and argument.

___ I increased the amount of my own ideas (original analysis) about the evidence.

___ I revised my topic sentences so each one logically supports the thesis.

___ I inserted transitions in the topic sentences and between ideas.

___ I reorganized my body paragraphs to support the progression of my argument.

___ I removed any informal language.

___ I rewrote sections of my paper that were unclear.

___ I substituted nonspecific words for more specific terms.

___ I rewrote some of my sentences to increase variety in my sentence structure.

___ I revisited the extended essay rubric to make sure that my work meets the criteria.

___ I incorporated my Supervisor's comments and suggestions.

EDITING CHECKLIST

I have proofread my paper for the following:

___ sentence fragments

___ run-on sentences

___ comma errors

___ improper use of quotation marks

___ misuse of plurals and possessives

___ pronoun/antecedent problems

___ pronoun case

___ subject/verb agreement

___ consistency of verb tense

___ capitalization

___ using numbers (refer to MLA Manual)

___ spelling

___ colons

___ semi-colons

___ dashes

___ ellipses

___ use of contractions (eliminate)

REQUIRED FORMS

The forms in this section must be completed and will be collected by Ms. Rice.

CONFIRMATION OF EE SUBJECT AREA FOR REGISTRATION PURPOSES

My signature below confirms that my Extended Essay will be appropriately constructed for the subject area circled below. I realize by signing below that my extended essay will be registered in the subject area I have circled. If I decide later that my EE needs to be re-registered in a different subject area than indicated below, I realize that I will need to pay an additional re-registration fee of \$175 in order for my Extended Essay to be assessed and validated by the assigned IB reader.

Please remember you are at a significant disadvantage if you choose to write an EE in a subject in which you have not taken an associated IB course. You are assessed on your EE with the expectation that you are familiar with the terminology and curriculum of the subject area of your EE.

SUBJECTS OFFERED AT NORTH SHORE
Group 1 (Literature in native language)
Group 2 (World languages: French, Spanish, Italian, Latin. Essays can be on the language itself, culture and society, or literature)
Biology
Business Management
Chemistry
Environmental Systems
History of the Americas
Mathematics
Music
Physics
Theatre Arts
Social and Cultural Anthropology

Signature of DP Candidate: _____ Date: _____

EE Coordinator's Use
Date EE Registered With IB: _____

EXTENDED ESSAY CONTRACT

With our signatures below, we acknowledge that we have read the attached Extended Essay Handbook and are agreeing to the following terms as set forth in this Handbook.

1. I understand that without completing the Extended Essay, IB candidates cannot receive an IB Diploma.
2. I understand that any changes to my subject area in which I will write the EE that occur subsequent to October 1st, 2017 will incur an EE modification fee (imposed by the IB) of approximately \$175.
3. I will faithfully adhere to the deadlines detailed on Pages 10-11 of the attached EE Handbook.
4. I understand that a final version of my EE is due to the EE Supervisor, EE Coordinator and TurnItIn.com by December 22nd, 2017.

Student Signature & Date

Parent/Guardian Signature & Date

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With our signatures below, we acknowledge that we have read the attached Extended Essay Handbook and are agreeing to the following terms as set forth in this Handbook.

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