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| **IB School Code: 052067**  **TONGWEN SCHOOL**  **(JIAXING)**  **IB Diploma Programme**  **STUDENT HANDBOOK**  *An overview of your final two years of school, including an introduction to TOK and EE.*  **Date: March 2017**  **(Updated September 2022)** |
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**Table of Contents**

[INTRODUCTION 4](#_Toc125802649)

[Vision Statement 4](#_Toc125802650)

[Mission Statement 4](#_Toc125802651)

[IB Curriculum 4](#_Toc125802652)

[IB LEARNER PROFILE 5](#_Toc125802653)

[A GENERAL OUTLINE OF THE IB DIPLOMA AT TWS(Jiaxing) 6](#_Toc125802654)

[AWARD OF THE IB DIPLOMA 7](#_Toc125802655)

[Changes from The Diploma Point Matrix (May 2010 - November 2014) 8](#_Toc125802656)

[Summary 8](#_Toc125802657)

[STUDY HABITS 9](#_Toc125802658)

[Regular Work 9](#_Toc125802659)

[Scheduling 9](#_Toc125802660)

[Deadlines 9](#_Toc125802661)

[Academic Honesty 9](#_Toc125802662)

[Learning support 10](#_Toc125802663)

[Student Issues 10](#_Toc125802664)

[WORK PRACTICES – ‘SOME SECRETS TO YOUR SUCCESS’ 11](#_Toc125802665)

[Be an active learner 11](#_Toc125802666)

[Study techniques 11](#_Toc125802667)

[Revision 11](#_Toc125802668)

[Class Work Strategies 11](#_Toc125802669)

[Reports 12](#_Toc125802670)

[Examinations 12](#_Toc125802671)

[THEORY OF KNOWLEDGE 13](#_Toc125802672)

[Knowing about knowing 13](#_Toc125802673)

[The ways of knowing 13](#_Toc125802674)

[The areas of knowledge 13](#_Toc125802675)

[Assessment 14](#_Toc125802676)

[Nature of the subject 14](#_Toc125802677)

[Aims 14](#_Toc125802678)

[TOK at TWS(Jiaxing) 15](#_Toc125802679)

[THE EXTENDED ESSAY 16](#_Toc125802680)

[The extended essay at a glance 16](#_Toc125802681)

[Key features of the extended essay 16](#_Toc125802682)

[Extended Essay Timeline (2022-2024) 18](#_Toc125802683)

[Grading 21](#_Toc125802684)

[CREATIVITY, ACTIVITY AND SERVICE 22](#_Toc125802685)

[Assessment 22](#_Toc125802686)

[IB Assessment 23](#_Toc125802687)

[ACKNOWLEDGMENTS 24](#_Toc125802688)

# Introduction

## Vision Statement

Tongwen School (Jiaxing) aspires to provide the highest possible standard of education which fosters educational academic excellence in each student and strives to develop independent critical thinkers, lifelong learners and responsible citizens.

## Mission Statement

The mission of Tongwen School (Jiaxing) is to provide its students with the opportunities, resources, instruction, and environment to develop creativity and a globally-minded character through an international school curriculum that embraces Chinese and Western (International) culture that helps them to become lifelong learners and involved citizens in a changing, global society.

## IB Curriculum

TWS(Jiaxing) maintains an international perspective and thus does not align its curriculum with any national system. Instead we have chosen to become an IB World School, implementing the International Baccalaureate Programme in the Grade 11 to 12. IB guidelines provide the basis for the structure of our curriculum.

# IB Learner Profile

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

**IB learners strive to be:**

**Inquirers**

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 analyze and take responsible actions 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 arounds 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.

**(**[**www.ibo.org**](http://www.ibo.org)**)**

# A General Outline of the IB Diploma at TWS(Jiaxing)

The IB Diploma is a two-year pre-university course designed to facilitate the mobility of students and promote international understanding. The comprehensive course of study for the IB Diploma is designed to provide students with a balanced education.

Below is a summary of the curriculum and examinations offered at TWS(Jiaxing). All courses are offered at both higher (HL) and standard (SL) level unless indicated.

|  |  |
| --- | --- |
| **Group 1** | **Studies in Language and Literature** |
| Language A Literature HL/SL | Chinese A HL/SL  English A HL/SL |
| **Group 2** | **Language Acquisition** |
| Language B HL/SL  Language ab initio SL | English B HL/SL  Mandarin ab initio SL |
| **Group 3** | **Individuals and Societies** |
| HL/SL | Business Management  Psychology |
| **Group 4** | **Sciences** |
| HL/SL | Physics  Chemistry  Sports Exercise and Health Science |
| **Group 5** | **Mathematics** |
| Mathematics HL/SL | Mathematics: analysis and approaches HL/SL |
| **Group 6** | **The Arts** |
| HL/SL | Visual Arts  Music |

# Award of the IB Diploma

The IB diploma is awarded based on performance across all parts of the Diploma Programme.

A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

This handbook contains detailed information about what subjects, subject levels (SL or HL) combinations, and so on are permissible for a candidate to offer.

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be award.

Each subject is graded 1-7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be award.

TOK and the EE are grade A-E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. (see Section A7.7 in the General regulations: Diploma Programme)

The overall maximum points from subject grades and TOK/EE is therefore 45 ((6 x 7) + 3).

The minimum threshold for award of the diploma is 24 points, below which the diploma is not awarded.

The additional requirements are the following.

* CAS requirements have been met.
* There is no ‘N’ awarded for TOK, the EE or for a contributing subject.
* There is no grade E awarded for TOK and/or the EE.
* There is no grade 1 awarded in a subject/level.
* There are no more than two grade 2s awarded (HL or SL).
* There are no more than three grade 3s or below awarded (HL or SL).
* The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
* The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
* The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The following matrix will be used for award of points for the theory of knowledge (TOK) and extended essay (EE).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Theory of knowledge** | | | | | |
|  |  | **Grade A** | **Grade B** | **Grade C** | **Grade D** | **Grade E** | **Grade N** |
| **Extended essay** | **Grade A** | 3 | 3 | 2 | 2 | Failing condition | Failing condition |
| **Grade B** | 3 | 2 | 2 | 1 | Failing condition | Failing condition |
| **Grade C** | 2 | 2 | 1 | 0 | Failing condition | Failing condition |
| **Grade D** | 2 | 1 | 0 | 0 | Failing condition | Failing condition |
| **Grade E** | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
| **Grade N** | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

## Changes from The Diploma Point Matrix (May 2010 - November 2014)

* B + C combination now results in 2 additional points (previously 1 point).
* A + E combination now results in zero points and a failing condition (previously 1 point).

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see section A7.6.2)

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

Further details of how the diploma is awarded are contained in the General regulations: Diploma Programme.

## Summary

* Students must study six subjects, plus TOK, EE and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations.
* They must meet all of the additional requirements listed above.
* They must do so within a maximum of three examination sessions.
* Candidates who successfully meet these conditions will be awarded the diploma.
* Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

# Study Habits

The following pages are intended to give you some ideas and assistance in the organization of your time and the ways that you can best prepare yourself for a successful completion of the IB Diploma.

## Regular Work

It is important that students revise concepts by rereading class notes and summarising important points and aspects throughout the year.

## Scheduling

“I’ll do it tomorrow”, “It doesn’t matter if I don’t work tonight”, and “I’ll do it later” are phrases that must be eliminated from your vocabulary. It is important to keep up-to-date with your work so;

*DON’T PUT OFF FOR TOMORROW WHAT YOU CAN DO NOW!!*

Time needs to be scheduled sensibly, especially over the weekends. It is expected that you will use your diary to schedule homework/assignments and plan your time accordingly so that you give yourself enough time for research, drafting and the production of a final copy. Be sure to enter all activities (including social) in your diary to avoid any conflicts. You should not be in a position where you are completing assignments in a rushed manner the night before submission.

## Deadlines

Internal deadlines are given to help you organize your work in order to avoid a situation of overload. Remember, that the workload will progressively INCREASE over the two-year Diploma Programme. It is important that you meet these internal deadlines in order that the assignments can be dispatched to examiners around the world. The TWS(Jiaxing) ‘IB Deadlines Calendar’ available on-line and can also be found on Managebac. It is intended to assist you with your personal organization of time. It is important to view the Diploma as a full two- year course that requires the continual development of skills, not a series of exams that you have to pass. Deadlines will only be met if a consistent work ethic is applied throughout the year.

## Academic Honesty

The IB expects that work submitted by a candidate for assessment will clearly acknowledge all ideas and words of other persons. The IB defines malpractice as ‘behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components’. Malpractice includes the following:

* **Plagiarism** – defined as the representation of ideas or works of another person as the candidate’s own.
* **Collusion** – defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
* **Duplication of work** – defined as the presentation of the same work for different assessment components and/or diploma requirements.
* **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate e.g. falsifying a CAS record, misconduct in an exam room.

Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be done independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when they were, in fact, taken directly from someone or someplace else, have violated the code of academic honesty.

Students preparing compositions or papers must acknowledge any passages that they quote verbatim or paraphrase, in whole or in part, from any source, according to guidelines which will be made clear by the teacher. Teachers may request that students submit their written assignments through the online program titled Turnitin.com in order to reference the amount of independent work. This program is also integrated with the Managebac course submission requirements, so teachers may check the level of independent work for each assignment.

Academic honesty is required at the High School. In the event that a student is shown to be dishonest, one or more of the following will occur: the score will be a zero, the student’s parents will be notified, and he/she will serve a suspension. Examples of academic dishonesty include:

* Copying the work of others
* Allowing / assisting others to copy work. (Giving work to a classmate and then being surprised that he/she copied it is not an acceptable excuse.)
* Plagiarism of any form (copying websites, not citing ideas presented by other authors, etc.)
* Inappropriate test-taking environment behaviour

It is most important that all students complete all assessment tasks in accordance with these principles.

## Learning support

The TWS(Jiaxing) faculty are readily available to assist students who require additional support. Teachers guide all students’ personal and academic development through daily student contact. Students that experience difficulty in a particular subject may organise support with their teacher or discuss their needs with the school counsellor.

## Student Issues

The IB Diploma is a rigorous programme that places students under different stresses throughout the two years. If you are having difficulties it is important to talk to somebody who may provide appropriate strategies to overcome the difficulties. Faculty who can provide assistance include:

* your Teachers
* your IB Coordinator
* School Counsellor
* the Principal

**TALK** to them.

Discuss your situation.

A solution/strategy can usually be found through appropriate **COMMUNICATION**.

# Work Practices – ‘Some secrets to your success’

## Be an active learner

* listen carefully to all instructions/discussions.
* ask questions if you don’t understand something.

## Study techniques

* each subject requires the development of specific skills that are gained through different approaches.
* it is important to gain an understanding of each new concept as it is taught. The learning of a subject is often/usually progressive so the understanding of future subject matter is often dependent on your grasp of previous concepts.
* priorities the completion of homework based on due dates and the time available.
* a short break will often refresh you and help in the completion of tasks. Use a break to complete some ‘Activity’ as part of your CAS.

## Revision

* it is important to summarize/simplify notes in relation to the subject syllabus. When revisiting these notes, a more in-depth coverage of points can then be found in your ‘original’ class and study notes.
* diagrams, concept maps, and flow charts often provide a simpler method of understanding/ remembering.
* develop a ‘revision schedule’, that is, plan how you will gradually revise for ALL your subjects.

## Class Work Strategies

* complete all work – if you are unclear on what is to be done or how to do the work, seek immediate clarification from your teacher
* learn content as we move through – exam preparation will be review
* record notes in class and frequently review these notes
* re-read your notes after class
* keep an organized file with handouts, notes and other materials distributed in class
* write dates on notes and handouts and include an indication of which IB topic notes and handouts refer to
* complete readings as indicated for homework and add to notes recorded in class
* complete homework questions as indicated – if unclear, seek help immediately.
* complete homework on the day assigned, if problems get extra help the next day (don’t wait to complete homework until the night before it is due, makes it difficult to get help before the work is due)

## Reports

The Semester 1 and Semester 2 Reports provide a good indication of your progress with suggestions and strategies for how you can improve. Comments will be made in relation to the variety of assessment methods used in each subject including; test and exam results, written responses, oral presentations, practical work etc. Information outlined on a report should NOT be new to you if you have been communicating effectively with your teachers.

## Examinations

The examinations take place at the end of Semester 1 and 2 each year, for Grade 11, and at the end of Semester 1 and March of IB2 for the Grade 12’s. These exams provide excellent practice in answering questions that follow a similar format to the final IB Diploma exams. They also necessitate the development of appropriate revision notes within your ‘revision schedule’:

|  |  |  |
| --- | --- | --- |
| **Year** | **Exam & Time** | **IBDP Exam** |
| **Grade 11/DP1** | End of S1 Exam – January |  |
| End of S2 Exam – June |  |
| **Grade 12/DP2** | Mock Exam 1 – January |  |
| Mock Exam 2 – March | IBDP Exam - May |

# THEORY OF KNOWLEDGE

## Knowing about knowing

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

## The ways of knowing

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate.

The WOKs have two roles in TOK:

* they underlie the methodology of the areas of knowledge
* they provide a basis for personal knowledge.

Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate. Since they rarely function in isolation, the TOK course should explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower. This might be reflected in the way the TOK course is constructed. Teachers should consider the possibility of teaching WOKs in combination or as a natural result of considering the methods of areas of knowledge, rather than as separate units.

## The areas of knowledge

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems.

Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

## Assessment

There are **two assessment tasks** in the TOK course.

* **The TOK exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
* **The TOK essay** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

## Nature of the subject

The TOK course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. It is intended that through this holistic approach, discussions in one area will help to enrich and deepen discussions in other areas.

The course is an opportunity for teachers and students to engage in interesting conversations that cross the boundaries of individual disciplines and that help students to reflect on the knowledge they have acquired from both their academic studies and their lives outside the classroom. Students are encouraged to examine the evidence for claims and to consider, for example, how we distinguish fact from opinion, or how we evaluate the credibility of claims that we are exposed to in the media. They explore different methods and tools of inquiry and try to establish what it is about them that makes them effective, as well as considering their limitations.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: **evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility**. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.

The TOK course embraces the exploration of tensions, limitations and challenges relating to knowledge and knowing. However, it is also intended that TOK discussions will encourage students to appreciate and be inspired by the richness of human knowledge—and to consider the positive value of different kinds of knowledge. Consideration should be given to the benefits of this kind of reflection on knowledge and knowing; for example, in terms of its potential to help us think more subtly, to be more aware of our assumptions, or to overcome prejudice and promote intercultural understanding.

## Aims

The aims of the TOK course are:

* to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
* to expose students to ambiguity, uncertainty and questions with multiple plausible answers
* to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
* to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
* to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
* to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
* to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

## TOK at TWS(Jiaxing)

* TOK is taught for 2 block lessons over 10 day cycles over the two-year Diploma Programme. In Grade 11, the course is divided as follows:
* **Ways of Knowing** – Emotion, Reason, Sense Perception, Language, Imagination, Faith, Intuition, Memory
* **Areas of Knowledge** – Natural sciences, Human Sciences, History, The Arts, Ethics and Mathematics etc.

Grade 11, students are assessed on a range of written and oral presentations. In Grade 12, there is an **external** and **internal** assessment component:

* Students are required to write one ESSAY (maximum 1600 words) chosen from a list of ten prescribed titles to be assessed **EXTERNALLY**. These titles are supplied to students at the beginning of Grade 12.
* Students are required to make an EXHIBITION on a ‘contemporary issue’ that relates to TOK. This exhibition is assessed **INTERNALLY** by ToK teachers.

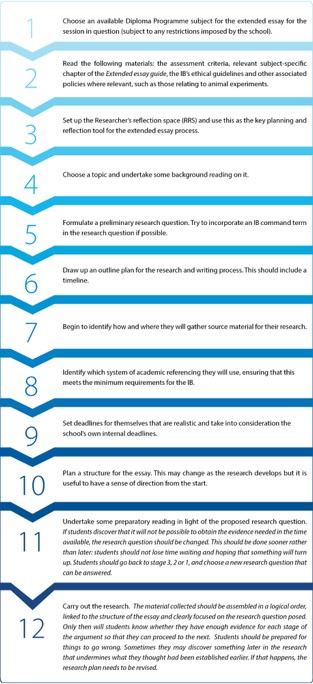
# THE EXTENDED ESSAY

## The extended essay at a glance

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

## Key features of the extended essay

* The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
* A student must achieve a D grade or higher to be awarded the Diploma.
* The extended essay is 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.
* The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
* When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Handbook of procedures for the Diploma Programme. for the session in question.
* The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
* It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
* It is the result of approximately 40 hours of work by the student.
* Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
* The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.



## Extended Essay Timeline (2022-2024)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Sept. 2022** | **Due for:** | **EE introduction to DP1** |
| Introduction to Extended Essay for students by EE coordinator and the librarian in academic honesty class. Meeting to receive and discuss the stages of the Extended Essay and the process. Researcher’s Reflection Space, JSTOR and general researching skills required for the EE course are explained. Librarian introduces academic honesty courses and their relationship with the EE (MLA, Citation, Topic Selection, Academic Honesty, Resource Selection). | | | |
| **Date:** | **Nov. 07-21, 2022** | **Due for:** | **EE Fair Week** |
| **Session 1**  Extended essay overview and survey in order to reflect the students’ basic knowledge about EE.  **Session 2**  A collaborated presentation by supervisors from each subject area focusing on the subject specific guide in terms of research method, primary and secondary data. Students choose an available DP subject and search its interesting topic for their EE topic.  **Session 3**  Review and discuss the assessment criteria by focusing on the grade descriptors. Marking the EE sample based on the subject chosen in the previous session. Students are suggested to discuss the commentary of EE sample with the related supervisor. | | | |
| **Date:** | **Dec. 13, 2022** | **Due for:** | **Submit research question and proposal on Managebac** |
| Choose a topic and undertake some background reading in it. Formulate a preliminary research question and try to incorporate an IB command term in the research question if possible. Complete the EE proposal form and propose to a faculty member whom you feel will be the best mentor throughout the process with you. If you do not have one, you will be assigned one.  **Note that no faculty member will mentor more than five (5) students.** | | | |
| **Date:** | **Dec. 20, 2022** | **Due for:** | **Check-in appointments with your supervisor & enrich your RRS (Researcher’s Reflection Space)** |
| During your appointments with your supervisor, you should demonstrate an understanding of how the IB evaluates your essay and how you will need to concentrate your research effectively. Set up the RRS (**Researcher’s Reflection Space**) and use this as the key planning and reflection tool for the extended essay process. Begin to identify how and where you will gather source material for your research. Write down anything useful for your EE topic and proposal research in RRS. Enrich students’ resources, use JsTOR and Questia to gather journals, academic ebooks, and primary sources. | | | |
| **Date:** | **Jan. 05, 2023** | **Due for:** | **First Formal Reflection Session with supervisor for EE/RPPF:**  **research first rationale (Intention of study/ outline) and timeline: topics/subject area** |
| Draw up an outline plan for the research and writing process. Work out into a full-page explanation of what you hope to accomplish through your research and writing. Clearly state your research question. Include a timeline and a list of possible texts, if applicable. Managebac or email to your supervisor. Complete 120 - 150 words.  **Failure to hand in the First Reflection Session of RPPF by the deadline will result in your supervisor contacting DP coordinator, your parents, and homeroom teacher to indicate that the student has missed the first step of the extended essay, and there is a possibility of failing EE, and subsequently failing Diploma.**  Mandatory reflection sessions are clearly dated in this EE contract; **the first formal reflection** **occurring in January**, **the Interim in May and the final reflection session in November**. The EE Coordinator follows up with supervisors to check they have completed the reflection sessions timely and reflection forms are emailed to the coordinator and comments for reflections are entered under the planning and progress form tab on managebac by the student, although the supervisor may wish to enter the comments. In any case comments must be entered unless there are reasons for a delay and these reasons are communicated to the EE coordinator by the supervisor. | | | |
| **Date:** | **Feb. 10, 2023** | **Due for:** | **Complete preliminary list of sources & enrich your RRS** |
| The list (10 sources, minimum) should be typed and in the Modern Language Association format (MLA). You need a variety of sources; books, journals, periodicals, and internet. You should also have a mix of primary and secondary sources. Managebac or Email to your supervisor.  **Failure to complete this step will result in detention time until the list is complete.** | | | |
| **Date:** | **Mar. 10, 2023** | **Due for:** | **Outline and introduction** |
| Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.  Hand in outline and introduction to supervisor.  **Failure to hand in the outline and introduction by the deadline will result in your supervisor contacting DP coordinator, your parents, and homeroom teacher to indicate that the student has missed the first step of the extended essay, and there is a possibility of failing EE, and subsequently failing Diploma.** | | | |
| **Date:** | **Apr. 15, 2023** | **Due for:** | **First draft of Reference List on RRS** |
| To complete the first draft of your reference list which is a drop-in session, this should be included into your interim reflection session of EE/RPPF. You have to have a meeting with your supervisor to discuss on it in advance. | | | |
| **Date:** | **May 15, 2023** | **Due for:** | **Interim Reflection Session of EE/RPPF** |
| **Complete 150 – 200 words.**  **Hand in once the significant amount of research has been completed, failure to hand in the Interim Reflection Session of RPPF by the deadline will result in your supervisor contacting DP coordinator, your parents, and homeroom teacher to indicate that the student has missed the second step of the Extended Essay, and there is a possibility of failing EE, and subsequently failing Diploma.**  An intervention may be required at this stage where students who are struggling with first reflections; creating a working research question; or the writing process due to their own or supervisor inability to progress with the initial stage can follow a set plan so they are enabled to compile a sustained piece of focused writing before the summer break. | | | |
| **Date:** | **June 15, 2023** | **Due for:** | **Pre-summer check-in with supervisor** |
| Planning for first draft writing during summer break. The plan needs to post on to RRS in Managebac. | | | |
| **Date:** | **Jun.-Sept. 2023** | **Due for:** | **EE Writing** |
| Carry out the research. The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will you know that you have enough evidence for each stage of the argument so that you can proceed to the next. You should be prepared for things to occasionally go wrong. Sometimes you may discover something later in the research that undermines what you thought had been established earlier. If that happens, your research plan needs to be revised.  **June** – September: Set up a writing schedule (on RRS, Managbac) for yourself so that you are doing a balanced amount of writing each week. Start writing and come up with a solid rough draft.  In cases where students have not finished to deadlines as detailed in this EE contract, students could be penalized in criterion E (engagement) so predicted grades will reflect this; and due to the inability to satisfy the decision making and planning criterion with respect to analytical and evaluative planning teacher comments in the RPPF will not support the process of planning. | | | |
| **Date:** | **Sept. 15, 2023** | **Due for:** | **After-summer check-in with supervisor & First rough draft** |
| Hand to your supervisor. This should be a complete and clean copy with a bibliography and works cited page.  **Failure to complete the first rough draft and hand it to your Extended Essay supervisor will result in a meeting with DP coordinator and parent notification. Following this meeting, if any other deadlines in any other classes are missed, the supervisor will notify DP coordinator and parents, and students will be warned about possible removal from IB Diploma program in the senior year. Discussion of possible removal from the full-DP program will be held between DPC and college counsellor.** | | | |
| **Date:** | **Oct. 10, 2023** | **Due for:** | **Final rough draft copy** |
| One hard copy due to your supervisor and one electronic copy. Managebac or emailed to your supervisor.  **Failure to complete the final copy will result in a meeting with DPC and parents and college counsellor. This meeting will discuss the possibility of removal from the IB program. This copy will be assessed by the EE supervisor and the report will be returned to the student. It will include a process grade as well as a quality grade.**  Plagiarism check will be returned to you. You will also receive the graded rubric back from your supervisor. | | | |
| **Date:** | **Nov. 10, 2023** | **Due for:** | **Final Draft due & Final Reflection Session of EE/RPPF complete** |
| Electronic copy sent to the supervisor and IB student numbers/personal code put on the cover sheet, RFFP, and throughout the paper. Final Plagiarism check will be made at this time. | | | |
| **Date:** | **Dec. 15, 2023** | **Due for:** | **Final Completed Extended Essay** |
| 2 hard copies of the final completed essay must be handed to IB Coordinator (Mr. Lee) AND 1 digital (electronic) copy. Managebac or emailed to EE Coordinator, the supervisor.  **Failure to complete this on time will mean that your graduation is at risk. Failure to complete the final copy will result in a meeting with DPC and parents and college counsellor. This meeting will discuss the possibility of removal from the IB program.** | | | |

## Grading

The essay will be assessed by an external examiner appointed by the IB.

According to the quality of these two important requirements for the IB Diploma, a candidate’s performance will fall into one of five bands. The dGrade descriptors

The extended essay is externally assessed, and as such, supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors are what will be used by senior examiners to set the boundaries for the extended essay in May 2018, and so schools are advised to use them in the same way.

Grade A

Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Engagement with the process is generally evidenced by the reflections and key decision- making during the research process is documented.

Grade C

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E (failing condition)

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

# Creativity, Activity and Service

CAS is designed to complement the academic curriculum by providing students opportunities for experiential learning outside the traditional classroom. Creativity, activity and service activities promote students’ growth as thinkers, communicators and principled and balanced individuals.

CAS should extend the students, challenging them to develop a value system by which they enhance their personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the development of new skills on many levels: for example, creative skills, physical skills and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

**Creativity** is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects.

This could involve doing dance, theatre, music and art, for example. Students should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: that goals are set and the student reflects on progress.

**Activity** can include not only participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as expeditions and camping trips, or digging trenches to lay water pipes to bring fresh water to a village, or house building for the poor.

The intent is for students to be involved in group or team activities, and undertake new roles, but an individual commitment is acceptable where the general requirements of CAS are met; goals are set and the student reflects on progress.

Both creativity and activity can be enhanced by incorporating the service element. Students involved in the arts and in physical activities might consider extending their involvement by coaching or teaching others in the community.

**Service** projects and activities are often the most transforming element of the Diploma Years Programme for the individual student; they have the potential to nurture and mould the global citizen. Service involves interactivity, such as the building of links with individuals or groups in the community. The community may be the school or the local district, or it may exist on national and international levels (such as undertaking projects of assistance in China).

Service activities should not only involve doing things for others 19 with also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

## Assessment

Students must maintain a CAS journal. Within the journal students keep a record of activities, dates, hours and personal reflections. Journals should be kept current and may be asked for at any time by the CAS coordinator.

At the end of each school year a self-evaluation must be written by the student and be supported by the Activity Supervisor’s Evaluation. At the end of the second year, the CAS coordinator will conduct a CAS interview to ascertain how well the student attained the CAS Learning Outcomes.

All records that are collected by the students and the CAS coordinator will focus on the following performance criteria:

* **Personal Achievement**: the ability to meet new challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.
* **Personal Skills**: thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.
* **Personal Qualities**: perseverance, self-confidence, humility, responsibility, punctuality, commitment, reliability, initiative.
* **Interpersonal Qualities**: adaptability, collaboration, empathy, respect, a sense of justice and fair play.
* **Awareness of Global Issues**: an ethical appreciation of humanitarian and environmental issues to guide choices of activity from a local, national and international perspective.

## IB Assessment

The basis of the CAS IB assessment is the completed self-evaluation form, the student’s final summary form, and the CAS coordinator’s report. The IB may request samples of complete CAS records to ensure quality control. All of this documentation should be stored on the Managebac CAS storage site.

Points towards an IB Diploma are not awarded for CAS activities though students who do not successfully complete the CAS requirement are not eligible for the IB Diploma.

Students who fail to meet CAS requirements, in accordance with guidelines set forth by the CAS coordinator, will not be awarded the TWS(Jiaxing) diploma.

Any questions, queries, or problems you may have understanding this Student handbook, please contact at school or email on: [lihan@pkutw.com](mailto:lihan@pkutw.com)

Best wishes and Good Luck!

**李晗 Lee Han**

国际部副校长（Deputy Head of School）

& IBDP协调员(IBDP Coordinator)

Updated on January, 2023

# Acknowledgments

Various IB publications have been used in the preparation of this information booklet:

*DP Handbook of Procedures 2017*

*Theory of Knowledge (first assessment 2022)*

*CAS Guide*

*Extended Essay Guide and supporting materials (OCC)*

*Academic Honesty: guidance for schools*

*Candidates with Special Assessment Needs*

*Diploma Programme assessment: principles and practice*

*IB Policy and Rules for use of IB Intellectual Property*

*Rules for authorised schools: Diploma Programme*

*General regulations: Diploma Programme*

*Diploma Programme Standards and Practices*