



INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME

EXTENDED ESSAY HANDBOOK

FOR STUDENTS (2022-2024)

Foreword

The purpose of this guide is to introduce you to the extended essay and to outline the steps involved in carrying out this piece of independent research.

The role of the Extended Essay Supervisor, usually a teacher or administrator who works at the school, is explained here. Your Supervisor will provide you with guidance and support throughout the process.

Details of how the essay is assessed can be discussed with your supervisor but you will find some guidance on assessment in this guide. The details of how the criteria are applied in a specific subject (subject guidelines) or the formatting requirements that may be necessary in your subject should be discussed and agreed with your Supervisor. The guide also contains some forms to help you get organised, a checklist, and other useful material such as a list of FAQs and advice from examiners.

The guide does not tell you what to research, what data to collect or what to write; that is up to you. After reading this guide you will come to the conclusion that the key to success is a good research question, a well organised approach to the process and an effective working relationship with your supervisor.

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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.

Vision of G D Goenka World School

To offer an exceptional educational environment that develops compassionate, ethical and global citizens who are equipped to achieve their potential in education, work and life.

Mission of G D Goenka World School

To prepare students for an ever changing and challenging world.

To instill in them a passion for learning and a spirit of inquiry that integrates practical and intellectual perspectives.

To help students grow into responsive and responsible global citizens.

To foster in them respect and care towards others and the environment.

To provide the school community an environment which is a blend of universal values, pedagogy and innovation.

IB Learner Profile¹

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 will 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.

COURAGEOUS: 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.

¹https://www.google.co.in/search?q=mission+statement+of+ib&safe=active&biw=1707&bih=797&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjv4lyIIPXQAhULi5QKHdb7AYgQ_AUIBigB#safe=active&tbm=isch&q=10+reasons+why++ib&imgref=oCUogIH4s4I r0M%3A

The Diploma Programme Model

We are aware that the IBDP is a two-year pre-university course designed to facilitate the mobility of students and to promote international understanding. Students select from a range of courses on offer to develop a programme that is both achievable and personally challenging. For students on the full Diploma, in addition to studying six subjects (three at Higher Level, three at Standard Level) they also complete an Extended Essay (EE), the Theory of Knowledge (TOK) course, and the Creativity, Activity, Service (CAS) programme. At GDGWS, all students complete the EE, TOK Course and the CAS Programme, and some students not taking the full diploma will complete only the CAS Programme.



Extended Essay

WHAT IS THE EXTENDED ESSAY (EE):

The extended essay is a compulsory core component for all students taking the Diploma Programme and is completely optional for course students at GDGWS. It provides an opportunity to IB students to investigate on a topic of interest and present their views in the form of an independent research of 4,000-words. Students select an area of research from the Diploma Programme subjects and make independent research. This helps to build on writing skills that are expected at university. A maximum of 40 hours are needed to get this essay formally structured with ideas and findings communicated in a reasoned and coherent manner, appropriate to the subject. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research under the guidance of a supervisor.

Though IB permits learners to opt for any subject from among the subjects offered by IB in the Diploma Programme, but at GDGWS we encourage our students to select from the subjects that are being offered by us. This practice is followed so as to ensure that all students who are registered for the Diploma and are attempting the Extended Essay as a mandatory core are assigned a Supervisor, who is an IB trained Teacher at GDGWS. The subjects that are offered at GDGWS are:

Subject availability

Regulations relating to Extended Essays Group 1 (A languages) and Group 2 (B and languages)

Extended essays submitted in a group 1 or group 2 languages must be written in that language.

A language A SL school supported self-taught candidate is not permitted to offer an extended essay in his or her language A.

A candidate is not permitted to submit a group 2 extended essay in a language A that is a subject for their diploma.

A group 2 extended essay cannot be offered in a candidate's language A, regardless of whether that language A fulfils a diploma requirement for groups 1, 2 or 6.

Group 1

A group 1 extended essay is intended for students who are writing in their best language (that is, students who could offer the language in question as a language A). The essay must be written in the language for which it is registered.

Students are not allowed to submit a group 1 extended essay in their group 2 language.

There are 3 categories of group 1 extended essays:

- Category 1: Studies of a literary work(s) originally written in the language in which the essay is presented
- Category 2: Studies of a literary work(s) originally written in the language of the essay compared with literary work(s) originally written in another language
- Category 3: Studies in language.

You should write the category of the essay alongside the subject in which it is registered on the EE cover sheet, for example:

- English A Cat: 2; German A Cat : 3; Spanish A Cat : 1.

Group 2

A group 2 extended essay is intended for students who are studying a second modern language. You may **not** write a group 2 extended essay in a language that you are offering as a language A1 for the diploma.

There are 3 categories of group 2 extended essays:

- Category 1—Language
- Category 2—Culture and society (a or b)
- Category 3—Literature

You should write the category of the essay alongside the subject in which it is registered on the EE cover sheet , for example: English B Cat: 2 (b); German B Cat :3; Spanish B Cat : 1.

Other subjects available at ISD include:

- **Group 3:** History, Economics, Psychology, Digital Society
- **Group 4:** Biology, Chemistry, Physics, ESS, CS
- **Group 5:** Mathematics
- **Group 6:** Visual arts

Other subjects may be available if a supervisor can be found.

Interdisciplinary option: World Studies

An extended essay in world studies provides students with an opportunity to undertake an in-depth, interdisciplinary study of an **issue of contemporary global significance**. World studies extended essays may examine issues such as the global food crisis, climate change, terrorism, energy security, migration, and global health, technology and cultural exchange. Global issues of this nature play out in local contexts—a zero-carbon footprint city policy in Denmark; a new clean energy technology used by a village in India; the education of migrant children in two contrasting frontier towns. An in-depth examination of local instances of globally significant phenomena provides opportunities for a well-grounded appreciation and understanding of the issue under study.

SIGNIFICANCE OF THE EXTENDED ESSAY

The extended essay provides a practical preparation for undergraduate research and an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects. Through the research process for the extended essay, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas and developing an argument. Their participation in this process develops the capacity to analyse, synthesize and evaluate knowledge.

Some key features of Extended Essay:

- The process of completing the extended essay prepares students for success in not just their further studies at the university but also in pathways other than this;
- Candidates are expected to secure at least a grade D or higher for the award of diploma;
- The Extended Essay is externally assessed along with the grade for theory of knowledge;
- It can add up to three points to the total score in the IB Diploma;
- Students must select one subject out of the list of subjects offered in the Diploma Programme by IB for the particular examination session;
- The topic for the extended essay must be completed independently but chosen in consultation with a supervisor in the school;
- It must be presented in not more than 4,000 words accompanied by a reflection form of no more than 500 words;
- The student is expected to put in not more than 40 hours of work in completing the extended essay;
- Supervisors devote 3–5 hours of guidance to the students which includes three mandatory reflection sessions;
- Viva voce is the third and final mandatory reflection session which is a concluding interview with the supervisor.

Important Terms

Subject Area:

Subject Area is a specific subject in which a candidate prefers to write the extended essay. Though IB does not restrict the subject to those being studied by the candidate as far as they are confined to the subjects offered by IB, but we at GDGWS encourage students to write their essay on one of the six subjects which they are studying.

Topic:

Topic is an area of study within the subject area selected by the candidate. It must be narrow enough to facilitate in-depth analysis of the topic under consideration. A broad topic will be difficult to handle within the 4000 word limit. The topic must be interesting and something on which the candidate can throw light at a personal level and leave scope for argument.

Research Question:

It is the central idea of the extended essay, an issue which is specific and will be investigated by the candidate. This enables the candidate to narrow down the topic for a more focused approach to the essay.

Supervisor:

It is always a GDGWS DP faculty who can be available for advice on the topic under consideration. The role of the supervisor is limited to suggestions related to deciding the topic and the resources that could be used. The supervisor verifies to IB that the work done by the candidate is his/her own work. The Supervisor submits a report to the IB on their students' EE, and also awards a predicted grade.

Timeline:

A maximum of 40 hours are recommended by IB for researching and writing the EE. It is important to have a timeline / plan before starting the EE so that candidates do not spend more than the designated hours. This timeline starts at the beginning of the second year and lasts approximately seven months.

Draft and Final Version:

Draft is the first version of the essay which may be between 1000 to 3000 words. This is in contrast to the final version of the essay which is eventually submitted to IB by the EE Coordinator only after the Supervisor signs the cover sheet and declares that the work is candidate's authentic work. A maximum of two versions of the essay will be scanned by the Supervisor for suggestions, the first version and the final version. The final version is considered the final draft and will be submitted for external assessment.

Plagiarism:

The IB as well as faculty at GDGWS have zero tolerance towards plagiarism / mal practice. Any evidence of malpractice will automatically disqualify the candidate from the award of the diploma therefore it is absolutely necessary to give full credit to other people's ideas and writings.

Dual Submission:

This is not permitted in IB. The same piece of work cannot be submitted to meet the requirements of both the EE and another assessment component of a subject contributing to the Diploma.

Supervision Process:

This requires 3-5 recommended hours of guidance and will include three formal reflection sessions and check-in sessions between the student and the Supervisor.

Reflection:

It is a critical part of the Extended Essay process. It highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner. It is similar to the process journal that is mandatory in the Middle Years Programme.

Formal Reflection Session:

Reflections of the mandatory sessions must be recorded on the Reflection on the Planning and Progress Form. These sessions are for a duration of 20-30 minutes. They focus on the progress made and the way ahead.

Check-in Sessions:

In between the formal reflection sessions the students could meet the Supervisor if need be. These sessions could be a maximum of 10 minutes to clarify doubts. They need not be recorded on the Reflection on the Planning and Progress Form.

Diploma Programme Point Matrix for EE and TOK

All IB Diploma students must study a total of six subjects, with a combination of three standard level and three higher level subjects. Students must also complete the “core” (Extended Essay, Theory of knowledge and Creativity, Activity and Service).

Each subject is graded 1–7, with 7 being the highest grade and are used in determining if the diploma can be awarded.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma point matrix to contribute between 0 and 3 points to the total.

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				

CAS is not assessed but must be completed to pass the Diploma.

The overall maximum points from subject grades and TOK/EE is therefore 45 ($[6 \times 7] + 3$).

The minimum threshold for completing the programme is 24 points, below which the diploma is not awarded.

The additional requirements are as follows:

- 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 in any HL or SL subject and there are no more than three grade 3s or below awarded in any HL or SL subject.
- The candidate has gained 12 points or more on HL subjects, and the candidate has gained 9 points or more on SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma. 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.

Role of Extended Essay Coordinator

An Extended Essay Coordinator has been appointed by GDGWS to facilitate the smooth completion of this critical core component. He will be responsible for explaining why the extended essay is the core of the Diploma Programme and also the TOK and EE matrix for the award of the Diploma. Guidance will be given to students in selecting the subject for their extended essay from the list of available subjects for the May / November session in question (in the Handbook of procedures for the Diploma Programme for the respective May / November session).

Students will be guided to choose an area of research that will allow them to demonstrate their ability within a subject area and will be assigned a trained and qualified Supervisor, who is a teacher at GDGWS. The EE Coordinator will provide a copy of the extended essay handbook to students and their parents for reference and ensure that all students follow the internal timeline set with clear deadlines for the completion of the Extended Essay within 40 hours.

Students will be helped in identifying and refining an appropriate and feasible research question. The EE Coordinator will ensure that EE Supervisor offers guidance and support to each student at various levels up to a maximum of five hours. The students will be provided with exemplars of the extended essays and other material related to research methods and academic honesty.

The EE Coordinator will submit only that work which is authentic, based on the student's individual and original ideas. It is to be ensured that the ideas and work of others is fully acknowledged using the standard style of referencing. The EE Coordinator will also maintain a record of three reflection sessions between the EE Supervisor and the students concluding with a short interview or viva voce. Once the reflections on planning and progress form (RPPF) are complete and signed by the student and supervisor it is then submitted by the EE Coordinator to the DP Coordinator for final submission to the IB with the essay for assessment as per the Extended Essay Assessment Criteria set by the IB.

Parents and students must ensure that they do not pressurize the EE Coordinator to go beyond the confines of these set responsibilities.

Role of Extended Essay Supervisor

The Extended Essay Supervisor discusses the extended essay topic with each student and helps them to formulate a well-focused research question. They will encourage and support students throughout the research and writing of the extended essay by providing advice and guidance on the skills of undertaking research.

A record of the three mandatory reflection sessions with each student they are supervising will be maintained by them and regular reminders / feedback to students and parents will be given so as to ensure that the essay is student's own work.

The EE Supervisor will conduct sessions with students on importance of academic honesty in and will authenticate the essay as being students' own work. They will only read and comment on one draft of the extended essay but will not edit the draft.

Parents and students must not expect the EE Supervisor to devote more than three to five hours with each student, including the time spent on the three mandatory reflection sessions and should not be pushed to guide students beyond the above mentioned areas.

Role of the Students

The extended essay is an in depth study of a focused topic therefore it is the responsibility of every student to ensure that they work in close coordination with the EE Coordinator and the EE Supervisor. It is their responsibility to select a topic out of the subjects that they are studying in the Diploma Programme. They must strictly follow all the regulations set related to the EE under the guidance of the EE Coordinator and the EE Supervisor. Students are expected to meet all extended essay related deadlines that are given to them by the DP Coordinator at the start of the session. All sources of information and ideas must be carefully acknowledged in the MLA 8 format which is being used at GDGWS. Students must start the work as soon as they are introduced to the concept of the EE so that the completion deadlines are met.

They are to give deep thought to the topic of the extended essay and plan how, when, and where they will find material for their essay, this will ensure a clear structure for the essay itself before beginning to write. They are required to prepare a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems so that the extended essay can be completed within the prescribed 40 hours.

During the course of writing the Extended Essay all record of sources must be maintained for future reference and reconstruction of a resource list at the end of the extended essay must be avoided to adhere to the strict norm of authenticity. Students must check and proofread the final version carefully before submission as no change will be accepted after the submission of the final draft of the Extended Essay.

Role of the Librarian

The Librarian plays a pivotal role in the extended essay process. The Library resources are the best source of information for the students to complete their extended essay and the foundations for research skills are developed by the Librarian. It is the Librarian who provides leadership and expert advice on selection, acquisition, evaluation and organization of information resources and technologies in all formats. They also guide students on ethical use of information.

Considering that resources are unlimited and that they need filtering, the role of Librarian becomes unique. He /she works in close collaboration with the DP Coordinator, the EE Coordinator and the EE Supervisor in preparing the EE timeline and the process.

The Librarian is largely responsible for offering lessons and trainings on information literacy and research skills. It is the resource person who develops partnerships with public and university libraries. Supervision of print and online resources used in the extended essay and training of students and teachers in citing theses sources is also an important role of the Librarian.

The Librarian also provides guidance on the format of the Extended Essay. Students will be explained the MLA format of referencing through a specially designed presentation. Students and parents must not expect the Librarian to comment on any part of the Extended Essay as this is to be done by only the Extended Essay Supervisor. The Librarian will not be proposing or revising the research question nor will he / she undertake searches for information on behalf of students beyond guiding them on how to use the search systems. No bibliography or citation will be checked by the Librarian neither will they be expected to provide a template for the extended essay.

Under no circumstances should they be considered to be Extended Essay Supervisors hence, they must not be pressurized to guide beyond the above mentioned areas.

Academic Integrity in the Extended Essay

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. In keeping with the Mission of G D Goenka World School and the requirements of the International Baccalaureate, an Academic Honesty Policy has been agreed by the teaching faculty to promote, nurture and establish academic honesty as a core principle. All students, teachers and employees will need to understand and adhere to this policy. The EE Coordinator and the EE Supervisor guide the students on the importance of academic honesty and help them develop the habit of citing referencing / acknowledging the work of others if used in any of their assessments in all subject groups. It is not just in the extended essay but in all other internal and external assessments that this core principle culminates into a lifelong practice in all future pursuits.

The students are made to understand the academic honesty policy and the consequences of violating the ethos that has been cultivated in G D Goenka World School. In our endeavor to promote academic honesty all stages of the students' assessments are discussed and the planning documents for the Extended Essay are approved by the supervisors / teachers. Parents and students sign an undertaking that all work submitted by them is their original work. It is ensured that they do not re-track their submitted work ones it is submitted for evaluation and that they refrain from reusing their own work.

The DP Coordinator reinforces the practice of academic honesty by practicing it and in performing all duties diligently. All teachers ensure that they practice it so as to be role models for their wards. All parents are expected to support the efforts of the Teachers and Coordinators in making their wards understand the importance of academic honesty and also support the remedial action in case their ward is found guilty of academic misconduct.

The Extended Essay is one such field in which academic honesty is of prime importance. Students must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. 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 academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

Overview of Assessment Criteria of the Extended Essay

Criterion A: Focus and Method	Criterion B: Knowledge and Understanding	Criterion C: Critical Thinking	Criterion D: Presentation	Criterion E: Engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

The students are assessed as per the Assessment Criteria as the assessment task is open-ended. Each criterion focusses on a particular skill that students are expected to demonstrate. As per the IBDP Extended Essay guide, 'An assessment objective describes what students should be able to do, and assessment criteria describes how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.'

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

The Assessment Criteria of the Extended Essay

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Level	Descriptor
5–6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. <p>There is evidence of effective and informed selection of sources and/or methods.</p>
3–4	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.

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

Unpacking Criteria A:

This criterion looks at the worthiness of the topic and if it is capable of being addressed in 4000 words. It should be based on background knowledge and the focus should be maintained in the entire essay. It should reveal the scope for extensive research yet narrowing of the information to fit into the constraints of the word limit. The focus should also be on relevant sources and data to maintain high level of academic standards.

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Level	Descriptors
5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> • The selection of source materials is clearly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.
3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> • The selection of source material is mostly relevant and appropriate to the research question.

	<ul style="list-style-type: none"> • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> • The selection of source material has limited relevance and is only partially appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
0	The work does not reach a standard outlined by the descriptors below.

Unpacking Criteria B:

This criterion addresses the extent to which the research relates to the topic and the appropriateness of the selection and application of the sources / research. It also looks into the subject specific terminology which indicates the knowledge and understanding of the issue.

Criterion C: Critical thinking:

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

Level	Descriptors
10–12	<p>The research is excellent.</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. • Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.

	<ul style="list-style-type: none"> • This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. • The research has been critically evaluated.
7–9	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis . • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. • This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical.
4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> • Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> • There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. • Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> • An argument explains the research but the reasoning contains inconsistencies. • The argument may lack clarity and coherence but this does not significantly hinder understanding. • Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. • The research has been evaluated but not critically.
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> • There is limited analysis.

	<ul style="list-style-type: none"> • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. • The construction of an argument is unclear and/or incoherent in structure hindering understanding. • Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. • There is an attempt to evaluate the research, but this is superficial. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.
0	The work does not reach a standard outlined by the descriptors below.

Unpacking Criteria C:

This focusses on the critical thinking skills that have been used to evaluate and analyse the research undertaken. It looks into how the research has been used for the development of the argument presented. The discussion and the argument must be coherent in relation to the research question.

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Level	Descriptors
3–4	<p>Presentation is good.</p> <ul style="list-style-type: none"> • The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. • Layout considerations are present and applied correctly. • The structure and layout support the reading, understanding and evaluation of the extended essay.
1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> • The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. • Some layout considerations may be missing or applied incorrectly. • Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.
0	The work does not reach a standard outlined by the descriptors below.

Unpacking Criteria D:

This assesses the extent to which the presentation follows the standard format expected for appropriate communication of the topic / argument under discussion. The structure must be compatible with the expected conventions of the specific subject. The layout and referencing system should be correct and the essay must not exceed the maximum word limit.

Criterion E: Engagement:

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on planning and progress form.

Level	Descriptors
5–6	Engagement is excellent. <ul style="list-style-type: none">• Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process.• These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.
3–4	Engagement is good. <ul style="list-style-type: none">• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
1–2	Engagement is limited. <ul style="list-style-type: none">• Reflections on decision-making and planning are mostly descriptive.• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
0	The work does not reach a standard outlined by the descriptors below.

Unpacking Criteria E:

The Reflection on planning and progress form is very critical because based on this the examiner will consider the student's level of engagement with the process and the focus of research.

Assessment grade descriptors for the Extended Essay

Grade descriptors

Grade A
<p>Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.</p> <p>Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</p>
Grade B
<p>Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p>
Grade C
<p>Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted</p>

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.

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

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; 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.

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

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

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

Overview of Extended Essay Process

*Each of these stages are explained in detail in the following sections of the Extended Essay Handbook

1. Introducing students to the Extended Essay

(The aim is to make students familiarise with concepts of research and academic honesty)



2. Supervision Process

(A process of 3-5 recommended supervision hours including three formal reflection sessions and check in sessions)



(a) First Reflection Session

Discussions of the students' extended essay presentation. This helps create a mind map and the preliminary bibliography which assists in the method and approach to be adopted for research. Simultaneously the students must complete the first reflection on the Reflection on Planning and Progress Form.



(b) Interim Reflection Session

After informal conversations with the subject teachers and librarian the students and the supervisor must discuss the challenges and potential solutions. By now there must be clear research questions, viable arguments and range of sources.

Students complete comment section of Reflection on Planning and Progress Form. Now the students work on the final completion of the EE.



(c) Final Reflection Session

After having read the final version of the EE no further changes can be made to the EE. It must meet formatting / submission requirements before the final upload. The final reflection session (viva voce) is a mandatory conclusion. It lasts 20-30 minutes. Now the final comment can be filled on the reflection form.



3. Authenticating Students Work

(The student and the Supervisor at the time of uploading the work on e-coursework system must authenticate that the EE is the authentic work of the student. The Reflections on Planning and Progress Form are also uploaded)

Introducing students to the Extended Essay

It is very important for the students to understand the nature, objective and aim of writing the Extended Essay. Students are explained the entire process and the other requirements of the Extended Essay through a formal presentation in the very first year of the Diploma Programme. The presentation is organised by the DP Coordinator in collaboration with the EE Coordinator and the subject experts, for all students in the month of December (DP I second semester) so as to familiarise them with the concept of the EE. The overall EE process which is explained by the EE Coordinator is taken forward by the subject teachers so that all students have a clear understanding of the requirements of the EE in each subject. This will enable them to brainstorm over the EE subject and topic during the winter break. Students are introduced to the reflection space which will facilitate planning and monitoring of their progress throughout the research process. During this introduction phase they are free to contact the subject teachers to discuss the subject specific requirements of the EE.

Supervision Process

It is evident from the overview of the Extended Essay process that in the entire process from introduction to authentication, the supervision process is the most critical stage which entails three important stages and wherein the Reflections on Planning and Progress Form is duly completed and submitted for the assessment under criteria E (engagement).

Criteria E contributes more than one fifth of the total marks (6/34) that can be secured in the Extended Essay and could pave the way towards a high grade as per the assessment criteria.

This process starts immediately after the students return from the winter break in the month of January.

(a) First Reflection Session:

It is expected that as a part of the first reflection session students think of the subject and an area of personal interest. This will involve some reading and research into the area of their interest so that they may be able to come up with a tentative topic for their Extended Essay. It is natural for students to have a variety of research questions at this stage. To have a more clear idea of the requirements, students must read the Extended Essay section of the respective subject guide. Students must simultaneously think of the possible reliable sources of information that they will eventually use in the Extended Essay.

Each student is expected to create a mind map followed by a formal presentation that will be discussed with the Supervisor. They will include in the presentation:

- (a) a research proposal with some ideas
- (b) an annotated article or preliminary bibliography
- (c) the subject they are considering
- (d) the appropriateness of the topic
- (e) the reason which encourages them to be interested in this area
- (f) possible questions that have emerged from the initial reading
- (g) any ethical issues that need to be considered
- (h) various methods or approaches that might be used for research in the identified area with possible reasons.

It is recommended that this presentation is handed over to the Supervisor before the first reflection session so that the Supervisor has sufficient time to review the ideas to make the first session as focused and productive as possible. The Supervisors must receive the presentations by March DP I term two of the Diploma Programme.

During the first reflection session which is held in the month of April, the Supervisor will discuss the presentation, review the requirements and assessment criteria for the subject. He /she will review all possible ethical and legal implications, if applicable, possible approaches and any potential problems that might arise, strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form. The Supervisor will put forward probing and challenging questions that will help the student focus their thinking leading to the development of the student's research question. The timeline of the extended essay process will also be discussed.

The first reflection session concludes with the students completing the first student comment section of the Reflections on Planning and Progress Form and its submission to

the respective Supervisors who must then sign and date the form. A copy of each of these is submitted to the EE Coordinator. The students and the Supervisors must also submit to the EE Coordinator the forms that are attached at the end of the Handbook as Annexure A and B. These must be submitted by the end of term 2 DP 1.

(b) Interim Reflection Session:

This is a session that lies between the first and the third or final reflection session wherein the students engage in informal conversations with the Librarian as well as the Supervisor.

By now the students have a focused and appropriate research question. The research must be deep by now with recorded evidences / information or data. The students should have reviewed and written in a concise manner the methodologies they have used, the extended essay must be having a planned and well thought out arguments based on the evidence that they have collected. Keeping in mind the academic honesty requirements the bibliography for their research must be included at the end of the draft.

These sessions are marked by the students' demonstration of their progress which they have made in the research. They should be able to discuss all the challenges they have faced while bringing the essay to this stage and their own potential solutions.

By the end of these interim sessions the students should be in a position to discuss with their respective Supervisors a completed piece of sustained writing. This will ensure that they are keeping pace with the Extended Essay timeline.

Ideally, during the long span of this stage (starting from beginning of year 2 in the month of August, till December which is end of term 3) the students should be able to produce the full draft of their essay.

Between the interim session and the completion of the extended essay, students should continue to see their respective Supervisors, as appropriate to their needs, in what is called check-in sessions which must not exceed ten minutes each.

The last stage of the interim session is when the students submit to the Supervisors the first draft of their essay by the end of the month of October/ November (right after the mid-term break). Now the students are required to complete the second student comment section of the Reflections on Planning and Progress Form and submit it to their respective Supervisors who must then sign and date the form. The Supervisor then goes through the comments together as these 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 (refer to the timeline below).

Students and their Supervisors must be clear that only one complete draft of the essay is permitted to be looked at by the Supervisors. An important part of the process is the Supervisor's comment on the final draft of the essay and he / she should have seen the essay before it is finally uploaded for submission. It is critical to provide just as much support as is required to ensure independent learning and research.

(c)Final Reflection Session:

The next version of the essay that the Supervisors see must be the final ones. The students submit the soft copy of the extended essays to the DP Coordinator by the first week of February (DP 2, term 4). These are then uploaded on the e-coursework system in the presence of the students. Supervisors then have access to these essays onto the e-coursework system. This version of the extended essay must not contain any comments from the Supervisors, or any other person. Once this version has been uploaded to the system by the DP Coordinator in the presence of students, they are not permitted to make any further changes to it. It is important that students are advised to ensure that it meets all formatting and submission requirements before they are uploaded.

The third and final reflection session should take place after the extended essays have been completed and uploaded for submission. The final session is in the form of a mandatory viva voce which is a short interview between the students and their respective Supervisors. Students who do not attend the viva voce will be disadvantaged under criterion E (engagement) as the Reflections on planning and progress form will be incomplete.

During the viva the Supervisors ask the students a variety of open-ended questions to understand the students' learning experiences. This to confirm the authenticity of the students' ideas and sources and to discuss the successes and difficulties encountered by the students in the research process.

This aids the Supervisor's comments on the Reflections on Planning and Progress Form.

The viva voce should last 20–30 minutes which are included in the recommended amount of time a Supervisor should spend with the student.

Authenticating Students' Work

All extended essays submitted to the IB for assessment must be authenticated by both the student and the respective Supervisor. There must not be any known instance of suspected or confirmed academic misconduct.

All students and supervisors must confirm the authenticity of the work submitted when uploading work to the e-coursework system. Once a DP Coordinator has uploaded the final version of the extended essay to the e-coursework system for assessment in the presence of the students, and confirmed the authenticity of it, it is submitted via the system to their Supervisor. At this point the Supervisors must authenticate the essays as being students' own work.

The Reflections on planning and progress form is given to the respective Supervisors by the students, duly signed and dated, and it is the responsibility of the Supervisors to upload this to the e-coursework system, add their comments and authenticate them before submitting to the IB with the already uploaded essay as one portfolio.

It is extremely important that supervisors are able to confirm that they have followed the guidance for monitoring the student's work throughout the process and can, to the best of their knowledge, confirm the authenticity of the work upon final submission.

It is the responsibility of the School Librarian and the respective Supervisors along with the DP Coordinator to ensure that all students understand the meaning and significance of concepts relating to academic honesty, especially authenticity and intellectual property.

Supervisors must ensure that all students have submitted the work according to the stated requirements. It must be kept in mind that the same piece of work cannot be submitted to meet the requirements of both the extended essay and a subject-specific assessment component.

Framing a good Research Question

The research question is the heart of the essay. It is not the same as the topic. Instead, the research question is what the student wants to find out about that topic. It expects the students to do more than just list the answers. It forces them to take a stand, develop an argument and defend their position.

If a student does not know much about the topic, he / she may actually need to spend a few days (or weeks) doing research so that enough can be learnt on how to develop a good question.

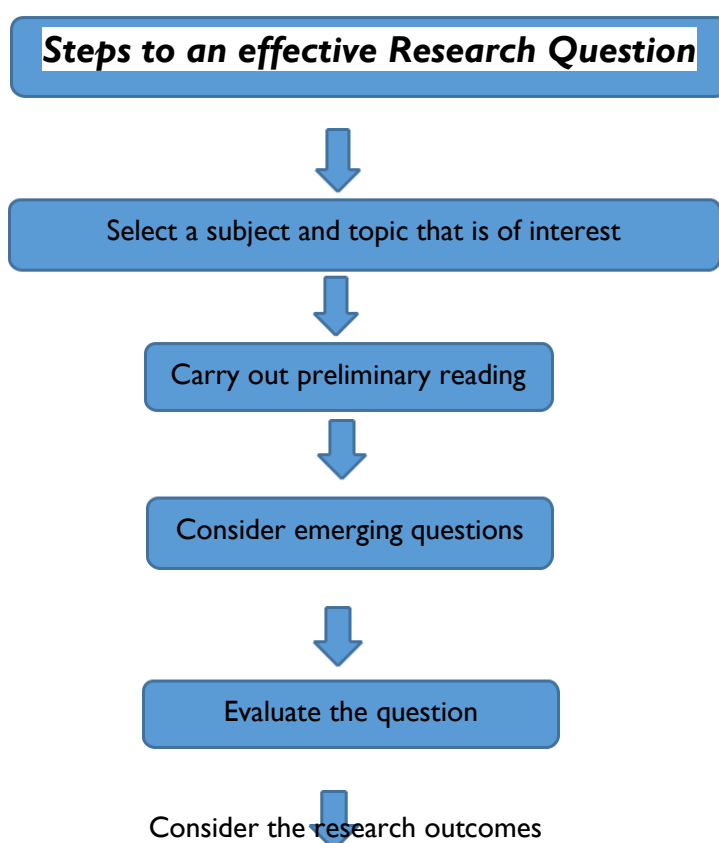
A Good Research Question is:

Analytical: Answering it requires to prove a point and provide evidence, not just answer yes or no.

Arguable: There is more than perspective to the issue. Argument could be for or against, and still have good points to make.

Researchable: It should find enough good, authoritative material as evidence to support the claims.

Focused: The question is broad enough to give plenty to discuss, but narrow enough to allow a thorough job.



Sample Research Questions

Group 1: Studies in Language and Literature (English A)	
Category 1	The portrayal of marriages as imperfect in <i>Middlemarch</i> by George Eliot
	The use of comic characters to explore serious issues in Shakespeare's <i>Measure for Measure</i> and <i>King Lear</i> .
Category 2	The importance of satire in the travels of the main characters in <i>Huckleberry Finn</i> and <i>Candide</i> .
	The treatment of the theme of love in a selection of Shakespeare's sonnets and <i>Veinte poemas de amor y una canción desesperada</i> by Pablo Neruda.
Category 3	The use of humour by Kehlman in <i>Measuring the World</i> to bridge the distance between the present day reader and his historic subject matter.
	The use of language and other persuasive techniques to confront the ideology of the United States by Malcolm X and other civil rights activists.
Group 2 : Language Acquisition (English B)	
Category 1	To what extent does geography influence the use of French idiomatic expressions?
	How has the common terminology of information technology been incorporated into everyday Mandarin?
Category 2	How has the globalization of social media like Twitter affected the increased usage of political language among students in two international schools in the Middle East?
	Does Japanese need new words to describe non-traditional family relationships as society changes?
Category 3	How does Camus use sensory imagery in his novel <i>L'Étranger</i> ?
	How does Jiro Akagawa create suspense in the detective novel ##### (<i>Mikeneko Holmes</i>).
Group 3: Individuals and Societies	
BM	To what extent has the introduction of total quality management (TQM) improved quality at ABC Ltd?
	Should multinational XYZ strengthen its corporate social responsibility practices in the aftermath of scandal X?
Economics	How effective has Country X's policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in Country X?
	To what extent does Company X abuse its monopoly power in the fast food industry in Country Y?
Psychology	To what extent is preferred colour choice acquired or innate in young children?
	To what extent do presentations in the media affect adult choices in volunteering to work for charities?

Group 4: Sciences	
Biology	To what extent is the distribution and abundance of the sea aster (<i>Tripolium pannonicum</i>) dependent on soil salinity?
	How does the level of urease activity differ between dried and fresh soy beans?
Chemistry	What would be the reduction in CO ₂ emission measured as % change by mass) in Germany of replacing all coal-fired power plants with modern CH ₄ power stations?
	Can the physical and chemical properties of the undiscovered elements be predicted using the law of periodicity?
Physics	What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
	How does the time taken to reach terminal velocity depend upon the viscosity of the fluid it is falling through?
Group 5	
Mathematics	What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now we have manmade satellites?
	How many square numbers are also triangular numbers, where are they and what other problems lead to Pell's equation?
Group 6: The Arts	
Visual Arts	How were Sir Richard Rogers and Renzo Piano influenced by the Maison de Verre designed by Pierre Chareau in their design and construction of the Pompidou Centre in Paris?
	What is the impact of transcultural experience on the art of Gu Xiong?

Reflections on Planning and Progress Form

The most important area of the Extended Essay for each researcher is the reflection form which highlights the researcher's engagement in the entire Extended Essay process and how this made the student grow as a learner. It reflects on how the essay was completed.

These mandatory reflections make the learners better decision makers as it stimulates their critical thinking and ability to analyse and evaluate situations in light of varied circumstances. It prepares them to be expressive not only to the point of completion of the EE but for times beyond the Diploma Programme.

The completion of the reflections of the three mandatory sessions helps to scaffold the development of approaches to learning skills and conceptual understandings that occur throughout the research process. It also helps in tracking the entire thought process as it relates to the development of an argument.

The personal connect of the students motivates them towards the successful completion of the essay. The supervisors is also able to effectively authenticate the student's work as it links directly to elements that will eventually be found in the essay itself.

The completion of this form is intended to make the entire supervision process more meaningful. Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and Reflections on planning and progress form. Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to demonstrate their planning, discuss what they are learning and also evaluate their progress.

First Reflection Session: Students are expected to write in their reflection examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. They must include the discussion with the Supervisor to demonstrate the progress students have made in the research process as per the guidance provided by their respective Supervisors.

Interim Reflection Session: As the Extended Essay progresses students can include in the reflections the progress of their thinking, the development of their argument and raise any questions they may have with their Supervisor. At this stage the reflections could include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered and the strategies used to overcome them.

Final Reflection Session (viva voce): During the viva voce, which takes place at the completion of the extended essay process, these reflections form the basis for discussion about the process of completing of the extended essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce the reflections may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

Annexures

Annexure A

Extended Essay Subject Confirmation by Student

(To be completed by the student and submitted to EE Supervisor)

I, _____, hereby confirm that I will be writing my

Extended Essay in _____ (subject). I understand that by signing this declaration

my extended essay will be registered in the said subject.

A change in the subject after the registration will be subject to an additional re-registration fee.

Place: _____

Date: _____

Signature: _____

Annexure B

Extended Essay Supervisor Confirmation

(To be completed by the EE Supervisor and submitted to the EE Coordinator)

This is to confirm that my student, _____, has been assigned to me for guiding through the Extended Essay process.

I shall conform to my responsibilities as an Extended Essay Supervisor and shall provide a maximum of 5 hours of supervision to my student.

Place: _____

Date: _____

Signature: _____

Annexure C (a)

UNDERTAKING BY THE STUDENT

Extended Essay / Written Assignments / IAs / TOK Essay and Presentation

I, _____ a student of IB Diploma Programme at DPS International hereby undertake that all documents submitted contain my own thoughts.

I also undertake that I have acknowledged the guidance of my Teacher/s, Supervisor and resources that have contributed towards the completion of all documents.

I sign this document fully acknowledging that the work is my own and the penalty for my malpractice is my responsibility.

Place: _____

Date: _____

Signature: _____

Annexure C (b)

UNDERTAKING BY THE PARENT

Extended Essay / Written Assignments / IAs / TOK Essay and Presentation

I, _____, F/o / M/o _____, a student of IB Diploma Programme at G D Goenka World School, Gurgaon, hereby undertake that all documents submitted is my ward's own work.

I also undertake that my ward has acknowledged the guidance sought from Teacher/s, Supervisor and resources referred to.

I sign this document fully acknowledging that the content is my ward's own work and the penalty for any malpractice, is my ward's responsibility.

Place: _____

Date: _____

Signature: _____

Annexure D: Checklist for the Extended Essay

*To be submitted with the final draft of the essay

S. No	Action	Students Comment	Supervisors Comment
1.	There is a clear Title Page with the following clearly visible:		
a	Clear and focused Research question / hypothesis		
b	Word Count mentioned clearly		
c	Word count between 3800 – 4000 words		
d	Subject for the essay (category in case it is an essay on a language)		
e	No candidate name, candidate number and school name on any page		
2.	Contents page at the beginning of the essay		
3.	All pages are numbered		
4.	No index page anywhere as it is not required		
5.	Clear introduction leading to the following areas of the essay:		
a	Focus of essay		
b	Scope of research		
c	Sources to be used		
d	Line of argument		
6.	Distinct areas of the main body of the essay:		
a	research		
b	analysis		
c	discussion		
d	evaluation		
7	Conclusion elaborating on:		
a	achievement		
b	Limitations / unanswered questions		
8	References and bibliography		
9	Format:		
a	12 point readable font (Gill Sans MT – official font used at GDGWS)		
b	Double spacing		
10	All graphs, diagrams, tables and maps are well labelled		
11	No commentary with illustrations (else will be included in word count)		
12.	Footnote / endnote as part of word count if it contains information other than a reference		
13.	Appendices are judiciously included only when necessary		
14.	All EE related forms have been duly signed and submitted		
15.	Reflections on Planning and Progress form are complete		
16.	acceptable file type (DOC, DOCX, PDF, RTF)		
17.	File size (including any diagrams, pictures, etc.) is no more than 10 MB.		
18.	Submit the soft copy and one hard copy		
19.	Plagiarism check complete and copy submitted to EE Coordinator		
20.	All forms in the Annexures are duly signed and submitted		

Signature of the Supervisor: _____ Signature of Student: _____

Date: _____

Annexure E:EE timeline for the batch of May 2024

EE Awareness	
24 th Nov, 2022	Introduction to the Extended Essay. EE Orientation Workshop
Deadlines	Plan to be executed
3 rd Dec, 2022	Extended Essay Consent Form is given to the students.
25 th Dec, 2022	Selection of supervisor (Suggest 2 choices) and submission of completed form to Form Tutor
14 th Jan, 2023	Interactive Session on Extended Essay – Choice of subject, Make the RRS
20 th Feb, 2023 onwards	Students to go through IBO guide for the EE for First exam in 2021 and do preliminary reading on various topics
	Research a topic of interest to them that fits within the extended essay criteria
14 th April, 2023	Research and prepare an outline to present to the supervisor. Include one or two proposals, each with: <ul style="list-style-type: none"> a) EE Subject b) Specific topic area or initial RQ c) Rationale for choosing this topic
15 th April, 2023	Student Reflection Session 1: Schedule a meeting with the Supervisor to discuss the following: <ul style="list-style-type: none"> a) Subject specific assessment criteria b) Work on the RQ: Narrowing it down and discuss its viability. c) Provide exemplars d) Devise a plan to structure the EE- Make a mind map, flowchart etc. e) Creating a structured research timeline for better time management
9 th May 2023	Check in session to collect the preliminary documents for the EE progress
15 th May, 2023	Initial Reflection on RPPF: Complete the first reflection on the RPPF, send it to the supervisor for the initials, and submit the form to the EE Coordinator. The reflection should document the progression of the thinking and learning up to this point in the EE process and should be based on the first reflection session with the supervisor. This initial reflection should be about 150 words long.
17 th May 2023	Student: Supervisor Check-in session 1: Discuss the presentation plan, passivity, reading, note taking system, essay plan, time management or even tweak the RQ. Continue using the RRS to record reflections on reading, writing and thinking
21 st May 2023	EE Presentation to the Supervisors- PPT of 7 slides Slide 1: Introduction Slide 2: Subject and the RQ Slide 3: Background of the EE Slide 4: Chapter Headings/Working Outline Slide 5: Detailed summary of 1 or 2 chapters or sections Slide 6: Problems faced/Solutions found Slide 7: Bibliography, accurately referenced with the chosen citation style

Summer Vacation	Research and write the full draft of the Extended Essay independently. Meet with and/or email the supervisor for help when needed.
3 rd August, 2023	Submit the First complete Draft (4000 words) of the EE to the supervisor, the DPC, and to the EE Coordinator according to his/her instructions.
14 th August, 2023	<p>Interim Reflection Session -2</p> <p>Meeting to discuss the quality of writing</p> <p>Students should have:</p> <ul style="list-style-type: none"> a) Refined a focused and appropriate RQ b) Deepened the research and recorded evidence, information and data in the RRS c) Reviewed and consolidated the methodologies being used d) Formulated arguments based on evidence collected e) Added to the working bibliography for the research <p>PowerPoint presentation (5-10 min) by the student on his EE</p> <p>A visual map to the students' research.</p> <p>Progress tracking to be sent to parents</p>
14 th Aug 2023	Before or during this week, complete the second reflection on the RPPF based on this discussion and the work done. Send it to the supervisor for initials, and to DPC for initials This interim reflection should be about 150 words long.
17 th Aug 2023	Progress of EE feedback to parents
21 st Aug, 2023	Student: Supervisor Check-in Session 2: Refine the ideas, research, and methods and revise and edit the essay. Meet with the supervisor for check-ins as needed.
	Students continue to work on their EE
24 th Sep, 2023	<p>Submit Complete Final Draft: Submit the final draft of the essay to the supervisor. The draft MUST:</p> <ul style="list-style-type: none"> a) Conform to IB formal presentation requirements b) All required components: Title Page, ToC, Introduction, Main body, Conclusion, Bibliography & Appendices c) Required Format d) Acceptable file type: DOC/ DOCX/ PDF <p>Schedule a time for the final Formal Reflection Session (the viva voce).</p>
28 ^h Sep 2023	Submission of EE by the supervisor to the EE coordinator and the DPC
29 th Sep, 2023	<p>Third & Final Formal Reflection Session (viva voce)</p> <p>Students should be prepared with the following for this session:</p> <ul style="list-style-type: none"> a) Extracts from the RRS that illustrate their growth as learners through the Reflection process b) A willingness to share their personal experience and discuss the skills and development of conceptual understandings acquired through completion of the EE. c) Students sign the "Declaration of authenticity" <p>Complete the third reflection on the RPPF based on this discussion, send it to the supervisor to be for initials, and submit the for initials form to DPC. This final reflection should be about 200 words long.</p>

30 th Oct 2023	The supervisor writes her or his comments at the end of the RPPF after conducting the viva voce and completes the PGs
2 nd Nov, 2023 onwards	The school EE Supervisor conducts the final authenticity check and validates the work. In case of plagiarism detected beyond tolerance, it is reported to the DPC and the student may be asked to undertake the EE process again or forfeit the Diploma Candidature or the Handbook of procedures for the Diploma Program is referred to for guidance.
4 th Dec, 2023 onwards	Ready for Uploading the EE and RPPF on the IBIS.

Annexure F – EE/RPPF

PDF forms are not compatible with the Google Chrome PDF viewer plug-in. Chrome users should save the form, then reopen and complete with Adobe reader.

EE/RPPF

For first assessment in 2018

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Candidate personal code:

Extended essay - Reflections on planning and progress form

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. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

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

First reflection session

Candidate comments:

Date:

Supervisor initials:

Interim reflection

Candidate comments:

Date:

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Date:

Supervisor initials:



Supervisor comments:

Bibliography

Extended Essay guide for use in May 2018