



## **AIS IB-DIPLOMA PROGRAMME**



**EXTENDED ESSAY HANDBOOK  
FOR STUDENTS & PARENTS  
2022-2024**

## Table of Contents

School Mission Statement	3
IB Mission Statement	4
Diploma Programme Model	5
The Core of IBDP	6
Extended Essay at a Glance	7
Nature	9
Aim	11
Reflection in the EE	12
Responsibility of the Supervisor	15
Responsibility of the Students	16
Initial Guidance on Research and Writing	18
Presentation of the Extended Essay	19
Writing of the Extended Essay	20
Deadlines	25
Policies relevant to the extended essay	26
Assessment	29
Forms	33
Bibliography	43



## **AIS MISSION STATEMENT**

*We believe that education is a continuous process that has to be developmental in nature and keep pace with the changing times. We are firmly committed to change. Our objective is to develop “self learning” which brings about the process of “life-long learning” in our pupils.*

*It is this SWAYAM that we seek.*



## **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 international organizations to develop challenging Programmes of international education and rigorous assessment.*

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

# The Diploma Programme Model



# THE CORE



## 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. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

### **Key features of the extended essay (IB EXTENDED ESSAY GUIDE 2018, 35)**

- 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.
- 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.



## The nature of the extended essay

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Such topics can range from focused, in-depth analyses of specific elements of a subject to critically evaluating responses to issues of global significance in the case of the world studies extended essay.

Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.

Students complete an extended essay in a specific discipline or in one of the interdisciplinary options available. In a disciplinary essay students must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. Students who choose a world studies extended essay must demonstrate how their understanding of an issue of contemporary global significance is enhanced by taking an interdisciplinary approach.

An important aim of the extended essay, as part of the Diploma Programme core is to support and be supported by the academic disciplines. Whichever subject is chosen, the extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments. In undertaking the extended essay students model many of the elements of academic research by locating their topic within a broader disciplinary context, or issue in the case

of a world studies extended essay, justifying the relevance of their research and critically evaluating the overall strength of the arguments made and sources used. Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

Embedded within the process of writing the extended essay are many elements of the approaches to learning (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

# Aims

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

## Assessment objectives

In working on the extended essay, students are expected to achieve the following assessment objectives (**IB EXTENDED ESSAY GUIDE, 39**).

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none"><li>• To demonstrate knowledge and understanding of the topic chosen and the research question posed.</li><li>• To demonstrate knowledge and understanding of subject specific terminology and/or concepts.</li><li>• To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.</li></ul>
Application and analysis	<ul style="list-style-type: none"><li>• To select and apply research that is relevant and appropriate to the research question.</li><li>• To analyse the research effectively and focus on the research</li></ul>
Synthesis and evaluation	<ul style="list-style-type: none"><li>• To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.</li><li>• To be able to critically evaluate the arguments presented in the essay.</li></ul>
A variety of (research) skills	<ul style="list-style-type: none"><li>• To be able to present information in an appropriate academic format.</li></ul>

## Reflection in the extended essay

Student reflection in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay. **(IB EXTENDED ESSAY GUIDE, 42)**

**As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher's reflection space.**

The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to setbacks that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the Reflections on planning and progress form and is explicitly assessed under assessment criterion E (engagement).

### **Mandatory reflection supervised at AIS**

Reflection at AIS is an ongoing process. The mandatory extended essay reflection is scheduled in the yearly calendar which is communicated to the students at the beginning of the IB programme. The same deadlines and schedules are sent as reminders later in the year. The supervisor and students follow the mandatory reflection and the same is updated in the EE reflection sheet which is shared at the beginning of the semester 2.

The first reflection is scheduled in the July month second year i.e is the third semester, the second reflection and final viva is scheduled in the month of October and January i.e the fourth semester.

## **Selection of Subject and Supervisor at AIS**

The selection process of subjects and supervisors is democratic in nature. The students are given an option to select the subject and accordingly the supervisor. Once the detailed orientation of the extended essay is completed in the second semester the students are encouraged to select a subject or combination of subjects for which supervisors are available in the school. The students are encouraged to do further reading and research on the subject of their choice. Once subjects are decided by the students, they will go and discuss the choice of subject with the designated supervisor. At AIS, the subject teachers are the extended essay supervisors. If a large number of students are interested in one subject then accordingly the number of supervisors will be made available.

Later the extended essay coordinator prepares a google sheet document with subject choice given by students in consultation with DPC and the same is shared with the supervisors and teachers.

## **Selection of topic by the students at AIS**

At AIS the supervisors will discuss the individual requirement of the subject with those students who are working with them. The students are encouraged to do further research on the choice of topic and decide on the research question of their choice in consultation with the supervisor. Once the topic is decided, the students will complete and submit a consent form duly signed by the student and supervisor.

## Responsibility of the supervisor

- Undertake three mandatory reflection sessions with the student.
- Ensure that students complete the *Reflections on planning and progress form*, and sign and date the form after each entry by the student.
- Provide an explanation in cases where the number of hours spent with the student in discussing the extended essay is less than the recommended minimum of three hours; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances.
- Write a report and present it to the school's Diploma Programme coordinator if academic misconduct such as plagiarism is suspected in the final draft.

## Responsibility of the students



As the extended essay is an important component of the Diploma Programme, and a substantial piece of work, students need to ensure that they understand the expectations of the task and manage their time and workload effectively. The following suggestions are given as guidance to help with the process. **(IB EXTENDED ESSAY GUIDE, 45)**

Students are **strongly** recommended to:

- develop a Researcher's reflection space as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met



## Quick glance: the role of the student

 Do:	 Do not:
choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality	choose a topic or research question that you have seen in exemplars and that have been done too many times before
develop a Researcher’s reflection space that will facilitate planning and preparation for reflection sessions	overlook the importance of planning and how this can contribute to success in your extended essay
make the most of your supervisor’s availability to guide you in the process	try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.
prepare for reflection sessions appropriately	
meet all internal deadlines	
maintain a reference list as you work	
familiarize yourself with relevant policies.	

**(IB EXTENDED ESSAY GUIDE, 46)**

## Initial guidance on research and writing

Supervisors are recommended to advise their students on how to conduct research and write the extended essay, paying particular attention to the following key areas.

When researching the extended essay, students should follow the steps below.

1	<i>Choose an available Diploma Program Subject for the extended essay for the session in question (subject to any restrictions imposed by the school).</i>
2	<i>Read the following materials: the assessment criteria, relevant subject-specific chapter of the Extended Essay Guide, the IB's ethical guidelines and other associated policies where relevant, such as those related to animal experiments.</i>
3	<i>Set up the Researcher's reflection space(RRS) and use this as the key planning and reflection tool for the extended essay process.</i>
4	<i>Choose a topic and undertake some background reading on it.</i>
5	<i>Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.</i>
6	<i>Draw an outline plan for the research and writing process. This should include a timeline.</i>
7	<i>Begin to identify how and where they will gather source material for their research.</i>
8	<i>Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.</i>
9	<i>Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.</i>
10	<i>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.</i>
11	<i>Undertake some preparatory reading in light of the proposed research question. If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. this should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3,2 or 1, and choose a new research question that can be answered.</i>
12	<i>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 students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.</i>

## Presentation of the extended essay

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look. **(IB EXTENDED ESSAY GUIDE, 85)**

To help achieve this, the following formatting is required:

The Extended Essay will be uploaded on the IB website for assessment. They should

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

## Writing the extended essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected. **(IB EXTENDED ESSAY GUIDE, 82)**

There are six required elements of the final work to be submitted. More details about each element are given in the “Presentation” section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

### Title page

The title page should include **only** the following information: the title of the essay

- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

### ***An important note:***

Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

## The title

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should **not** be phrased as a research question.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr Faustus</i> ?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

## Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

## **Introduction**

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

## **Body of the essay (research, analysis, discussion and evaluation)**

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

## **Conclusion**

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

## **References and bibliography**

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document *Effective citing and referencing*.

Writing the essay takes time but if students have used their Researcher's reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.



# Extended Essay - Deadlines

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<b>Extended Essay</b>	
Extended Essay - Orientation	Jun 2022
Extended Essay - Introduction	Dec 2022
Extended essay - Choice of subject, topic (submit form to DPC)	Jan 2023
Extended essay - Research question (submit to the Supervisor)	Mar 2023
Extended Essay - First formal reflection session	July 2023
Extended Essay - 1 <sup>st</sup> draft (submit to the Supervisor)	Sep 2023
Extended essay - Second formal reflection session	Oct 2023
Extended Essay - Final Submission	Dec 2023
Extended Essay IB cover and Viva Voice	Jan 2024

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## **Policies relevant to the extended essay**

All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

- **Ethical guidelines for extended essays research and fieldwork**

The following guidelines apply to research and fieldwork in all extended essays.

Extended essay students must exercise the greatest sensitivity to local and international cultures. Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.

Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.

All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.

Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.

Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or

guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.

Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently. If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.

Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed. All data collected must be kept in a confidential and responsible manner and not divulged to any other person.

Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

- **Academic honesty**

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay 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.

**(IB EXTENDED ESSAY GUIDE, 88)**

Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

# Assessment

Overview of the assessment criteria for the extended essay (**IB EXTENDED ESSAY GUIDE, 98**)

<b>Criterion A: focus and method</b>	<b>Criterion B: knowledge and understanding</b>	<b>Criterion C: critical thinking</b>	<b>Criterion D: presentation</b>	<b>Criterion E: engagement</b>
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Research question</li> <li>• Methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Subject-specific terminology and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis</li> <li>• Discussion and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Layout</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Research focus</li> </ul>
<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
6	6	12	4	6

Total marks available: 34

## Overall grade boundaries

<b>Grade</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Mark range</b>	<b>0 – 6</b>	<b>7 -13</b>	<b>14 - 20</b>	<b>21 - 26</b>	<b>27 - 34</b>

## Assessment grade descriptors for the extended essay

### Grade A

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.

**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

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.

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

## Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

**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**

*Excerpted from*

*International Baccalaureate Diploma Program Extended Essay Guide*

*First Examination 2019*



# AHMEDABAD INTERNATIONAL SCHOOL

## IBDP: EXTENDED ESSAY

### Consent form 2022-2024

Name of the student: \_\_\_\_\_

Subject: \_\_\_\_\_

Topic: \_\_\_\_\_

#### **Supervisor's Detail**

Name: \_\_\_\_\_

E mail: \_\_\_\_\_

Additional support required from the school (e.g. Library/Laboratory facilities)

\_\_\_\_\_

Additional Comments if any

\_\_\_\_\_

\_\_\_\_\_

# **AHMEDABAD INTERNATIONAL SCHOOL**

## **IBDP: EXTENDED ESSAY**

### **Extended essay - Researcher's Reflection Space (RRS)**

**2022-2024**

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students are able to record reflections on what they are reading, writing and thinking. The use of a RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the DP
- create Mind Maps
- record emerging questions.

Past or write hyperlink of resource here

Date \_\_\_\_\_

Supervisor Initial \_\_\_\_\_

# AHMEDABAD INTERNATIONAL SCHOOL

## IBDP: EXTENDED ESSAY

### Extended essay – Continuous Progress Form

2022-2024

Month	Task perform	Supervisor Initial
JAN 23- JUN 23		
JUL 23	FIRST REFLECTION	
AUG 23-SEP 23		
OCT 23	INTERIM REFLECTION	
NOV 23, DEC 23		
JAN 24	FINAL REFLECTION	

# **AHMEDABAD INTERNATIONAL SCHOOL**

## **IBDP: EXTENDED ESSAY**

### **Extended essay - Reflections on Planning and Progress Form**

**2022-2024**

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 2021. 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 Initial \_\_\_\_\_

## Interim reflection

Candidate comments:

Date \_\_\_\_\_

Supervisor Initial \_\_\_\_\_

## Final reflection - Viva voce

Candidate comments:

Date \_\_\_\_\_

Supervisor Initial \_\_\_\_\_

# Ahmedabad International School

## Academic Integrity

All pupils taking the IB Diploma are subject to the Diploma Program General Regulations on Academic Honesty and which state that:

**First Offence:** If, during my two years of IB I am found to have been academically dishonest in any piece of work, I will receive a warning letter, internal suspension and will obtain a zero for that assignment and if the work is found to be plagiarized beyond a certain degree then it will be returned to the candidate for rectification.

**Second Offence:** A second offence will lead to non uploading of the candidate work leading to a IB certificate.

**Third Offence:** withdrawal from the IB Diploma final exams and possible expulsion from school.

The IB randomly checks candidates' work for plagiarism using a web-based detection system. Students found to have plagiarized automatically fail the IB Diploma.

Before taking all IB DP examinations, students need to ensure that they have read, understood and subsequently adhere to the notices displayed outside the examination rooms entitled: "Conduct of the examinations, Notice to candidates."

Before submission of all the Internal Assessment assignments and the EE and TOK essays they will have to sign this undertaking stating that the work that they have submitted is their own. Subsequently, if any case of academic dishonesty or malpractice or cheating is found then the school will not be responsible for any consequences arising from the same.

# Ahmedabad International School

## Academic Integrity

(To be read along with Declaration of Compliance with IB Regulations on Malpractice)

### Declaration by the candidate

Name of the Candidate:

Candidate No.:

Session : May 2024

Assignment Name: EXTENDED ESSAY/TOK/IA

I declare that the attached assignment is wholly my own work, and that no part of it has been

1. Copied from any work produced by other person(s)
2. Provided by other student(s)
3. Taken from other person(s) program
4. Copied from any other source including web sites

I declare that all referenced work from other people have been properly cited and documented on the reference list.



I further declare that I am aware of what plagiarism is and the consequences thereof as per the academic honesty policy of International Baccalaureate Organisation (IBO) and Ahmedabad International School (AIS).

Student Signature: \_\_\_\_\_

**Declaration by the Parent:**

I declare and confirm that the assignment submitted by \_\_\_\_\_, my son/ daughter, is not plagiarized. I am fully aware of the consequences which may result in the student not receiving a diploma, if the assignment is found to be plagiarized by either Ahmedabad International School or The International Baccalaureate Organisation (IBO).

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# AHMEDABAD INTERNATIONAL SCHOOL

Candidate Declaration Form

Examination Session - May 2024

**To whom so ever it may concern**

This is to inform that the work submitted for the component- IA /EE /Essay /WA / Oral/ Presentation is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Date:

Name of the candidate:

Signature of the candidate:

## Worked cited

Extended Essay Guide 2018, “Key features of the extended essay ”, pp. 3.

Extended Essay Guide 2018, “Assessment objectives ”, pp. 39.

Extended Essay Guide 2018, “Reflection in the extended essay”, pp. 42.

Extended Essay Guide 2018, “Responsibility of the students ”, pp. 45.

Extended Essay Guide 2018, “Quick glance: the role of the student”, pp. 46-47.

Extended Essay Guide 2018, “Presentation of the extended essay”, pp. 85.

Extended Essay Guide 2018, “Writing the extended essay”, pp. 82

Extended Essay Guide 2018, “Academic honesty”, pp. 88.

Extended Essay Guide 2018, “Overview of the assessment criteria for the extended essay”,  
pp. 98.