



This handbook is meant for the basic understanding of the Extended Essay process at India International School. It includes (but is not limited to) The Extended Essay Policy, Assessment of the Extended Essay, and relevant forms pertaining to Extended Essay. The Extended Essay Policy is made to give a basic overview of how Extended Essay is done at India International School.

WHAT IS EXTENDED ESSAY

The Extended Essay provides an opportunity for IB students to investigate a topic of their interest in the form of a 4000 word independent researched paper. The area of research is chosen from one of the student's six Diploma Programme subjects or any other available Diploma Programme subject that the student has a background in. The students can also write an interdisciplinary essay in Environmental Systems and Societies, Literature and Performance and World Studies. The student writes the extended essay under the valued guidance of their extended essay supervisor who is an expert of the subject in which the student chose to write his/her extended essay.

NATURE OF THE EXTENDED ESSAY

- The Extended Essay is compulsory for all Diploma Programme students
- Externally assessed in combination with the grade for Theory of Knowledge
- Minimum grade to be achieved is D
- Extended essay is written in one of the subject available in Diploma Programme
- It is an independent piece of research work
- It has a formal presentation
- Requires approximately 40 hours of work by the candidate
- Candidates also fill in their reflections in the planning and progress forms
- Supervision support includes three mandatory reflection sessions
- The last reflection session is an interview with the supervisor

AIMS OF EXTENDED ESSAY

By writing the extended essay students are expected to:

- Engage in independent research
- Develop research, thinking, self management and communication skills
- Reflect on learning acquired throughout the process



ASSESSMENT OBJECTIVES

Students are expected to achieve the following assessment objectives:

- Knowledge and Understanding
- Application and Analysis
- Synthesis and Evaluation
- A variety of Research Skills

ACADEMIC HONESTY, AUTHENTICATION & ACKNOWLEDGING ANOTHER PERSON'S CONTRIBUTION IN THE EXTENDED ESSAY

Students are repeatedly made aware of the concepts of academic honesty, authentication and the importance of acknowledging another person's work. The school specifically uses 'Turnitin' as a tool for checking any traces of plagiarism before the final uploading is done.

BIBLIOGRAPHY, REFERENCING & CITATION

Students as well as supervisors understand the importance of bibliography, referencing & citation at IIS. The Extended Essay Coordinator encourages (but does not limit) the students to use American Psychological Association (APA) Documentation Style.

ROLE OF EXTENDED ESSAY COORDINATOR & EXTENDED ESSAY SUPERVISORS, & STUDENT

At IIS, the Extended Essay Coordinator is involved in:

- Orienting the students to the basic process of writing the extended essay
- Monitoring the process of the extended essay
- Debriefing session with the student and the supervisor.

The Extended Essay Supervisor is involved in:

- Helping the student plan his/her extended essay
- Ensuring authenticity of the candidate's work
- Active discussions with the candidate to monitor his/her progress on the extended essay
- Completing the entire process of the extended essay with the student.

The Diploma Programme student is expected to do the following:

- Choose a subject and a topic for writing the extended essay
- Plan and conduct research for writing the extended essay
- Ensuring academic honesty and authenticity in his/her work
- Develop a Researcher's reflection space as a planning tool
- Have three mandatory reflection sessions with the supervisor
- Ensure the fulfilment of all requirements



THE VIVA-VOCE (CONCLUDING INTERVIEW)

In order to conclude the Extended Essay process, it is mandatory for each student to have a short interview with their Extended Essay Supervisor to reflect on the whole process & learning obtained from the Extended Essay. It also provides an opportunity to check whether any traces of plagiarism can be found in the students' work. It also provides as an aid to the supervisor's report.

BASIC PLANNER/ TIMELINE FOR EXTENDED ESSAY PROCESS AT INDIA INTERNATIONAL SCHOOL FOR STUDENTS TAKING EXAM IN 2019

EXTENDED ESSAY PLANNER

IBDP Year I, July

Conduct a bridge course for the students to give them an overview of the extended essay. The bridge course covers the following points

- Basic nature of EE
- EE policy of the school
- Changes (if any) in the requirements of the IB

IBDP Year I, March

Conduct a 2 day workshop for the students to give them the details of initiating the EE. The workshop includes:

- Full introduction of EE with all criterion
- Academic Honesty, Effective Citing & Referencing., Bibliography etc
- Discussion on research questions
- Discussion on subjects

The students are required to give their subject choices and the topics they are interested in at the end of this workshop. The workshop aims to help the students to make viable subject choices. The students are also encouraged to set up the Researcher's reflection space and use it for planning their extended essay.

IBDP Year II, April

Based on the interest expressed by the students, they are placed under the supervision of various EE supervisors. After a discussion with the supervisor the student is expected to choose a topic



and formulate a preliminary research question. The coordinator oversees the process so that each student is placed under the supervision of a subject teacher and that each student has a well-focused research question that conforms to the regulations as outlined in the Extended Essay Guide relating to essays.

IBDP Year II, April –May

The student and the supervisor finalize a focused research question and the EE contract is signed. After the signing of the contract, the student is expected to prepare an outline plan for conducting the research and writing the essay. Initial reflection session takes place. The student is given a short period of time to record the first reflection in the PPF.

IBDP Year II, May – July

The students are expected to contact the supervisor as per the requirement and keep them updated about their progress. The discussions typically focus on:

- Refining the research question
- Identifying sources of data and collecting data
- Updating the researcher's reflection space
- Working on bibliography

IBDP Year II, July

Though the student meets the supervisor informally as per the requirement, the interim reflection session formally aims at ensuring that the student:

- Has a clear and refined research question
- Fully understands the requirements of writing the extended essay
- Has accessed sufficient and only appropriate sources
- Has a viable argument on which to base the essay
- Has been able to stick to deadlines and follow the plan
- Has a clear vision of the tasks that need to be done in order to produce the full draft of the essay

Following this interim session, the student is required to complete the second student comment session of the RPPF and submit it to the supervisor



IBDP Year II, September

The student submits the full draft to the supervisor for comments and suggestions for improvement. This is followed by a one to one discussion between the supervisor and the student. The supervisor returns the annotated copy to the candidate.

IBDP Year II, November

Based upon the supervisor's comments the candidate improves upon the draft essay. The final draft is submitted to the supervisor. The supervisor goes through the final version before the viva voce with the student. The viva voce is conducted to:

- reflect on the holistic learning of the student
- aid the supervisor in writing his/her comments in the PPF

After the final reflection session, the student is required to complete the last student comment section of the RPPF. The form is an assessed instrument. The supervisor is also required to add the summative comment.



Assessment of the Extended Essay

The Assessment criteria

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
0	The work does not reach a standard outlined by the descriptors below.
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. The research question is stated but not clearly expressed or too broad.• 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.
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>
5-6	The topic is communicated accurately and effectively.



	<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. The research question is clearly stated and focused. • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. Methodology of the research is complete. • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.
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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	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	Knowledge and understanding is limited. <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. Use of terminology and concepts is unclear and limited. • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3-4	Knowledge and understanding is good. <ul style="list-style-type: none"> • The selection of source material is mostly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. Use of terminology and concepts is adequate. • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. 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.
5-6	Knowledge and understanding is excellent.



	<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. Use of terminology and concepts is good. •The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.
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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	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
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. Analysis is limited. •There is limited analysis. •Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. Discussion/evaluation is limited. •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. <p>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.</p>
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. Analysis is adequate. •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.
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.
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.•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.



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	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1-2	Presentation is acceptable. <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.
3-4	Presentation is good. <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.

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	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
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.
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.



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 set backs 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.

Forms Pertaining to the Extended Essay

(Please refer to the attachments for all forms pertaining to the Extended Essay)

NOTE: Kindly refer to the Guide for World Studies Extended Essay Separately

Bibliography

EE Guide http://hfhs-hf233.libguides.com/ld.php?content_id=25231320

Extended essay <http://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/>

Extended Essay Class of 2018: Student Resources <http://hfhs-hf233.libguides.com/EE2018>

The Assessment Criteria http://hfhs-hf233.libguides.com/ld.php?content_id=25231944

Extended Essay Form

http://xmltwo.ibo.org/publications/DP/Group0/d_0_eeyyy_gui_1602_1/Forms/RPPF_e.pdf



APPENDICES

APPENDIX I : Checklist

Task	Yes	No
Is the essay within the limit of 4,000 words?		
Is there a Table of Contents page?		
Are all pages numbered?		
Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?		
Are all necessary terms defined/explained?		
Are all references cited consistently and correctly, both in the body of the essay as well as in the Works Cited page?		
Does the Works Cited page include all and only the works of reference you have consulted?		
Does the Works Cited page specify author(s), title, date of publication and publisher in every reference? If it is a website have you specified the date on which it was accessed?		
Does the Appendix contain only relevant information?		
Are all references to any Appendix clearly cross-referenced and labeled?		
Is your research question/thesis reflected in the title of your EE?		
Is your research question/thesis stated clearly in your Introduction?		
Is your research question/thesis stated clearly in your conclusion?		
Does your conclusion address unresolved questions or any new questions that have emerged?		
Does the Appendix contain only relevant information?		
Are all references to any Appendix clearly cross-referenced and labeled?		
Are there three entries in the RPPF?		



APPENDIX II : Contract

**India International School
Contract for Extended Essay
Exam in May 2019**

Student _____
Supervisor _____
Subject _____
Topic _____

Candidate's Declaration

I _____ propose to write my extended essay in _____ in the supervision of _____. I have read the general and subject specific guidelines and requirements of the extended essay and I agree to abide by the deadlines as specified by the school. I also agree to abide by the school policy regarding academic honesty and submission. I also agree that I will be solely responsible for any breaches of academic integrity in the writing of my essay. I fully comprehend that my supervisor's responsibility will only be to provide the necessary guidance in the writing of the extended essay.

Candidate Signature & Date

Supervisor's Declaration

I _____ agree to supervise _____ in writing his/her extended essay in the subject _____.

Supervisor Signature & Date