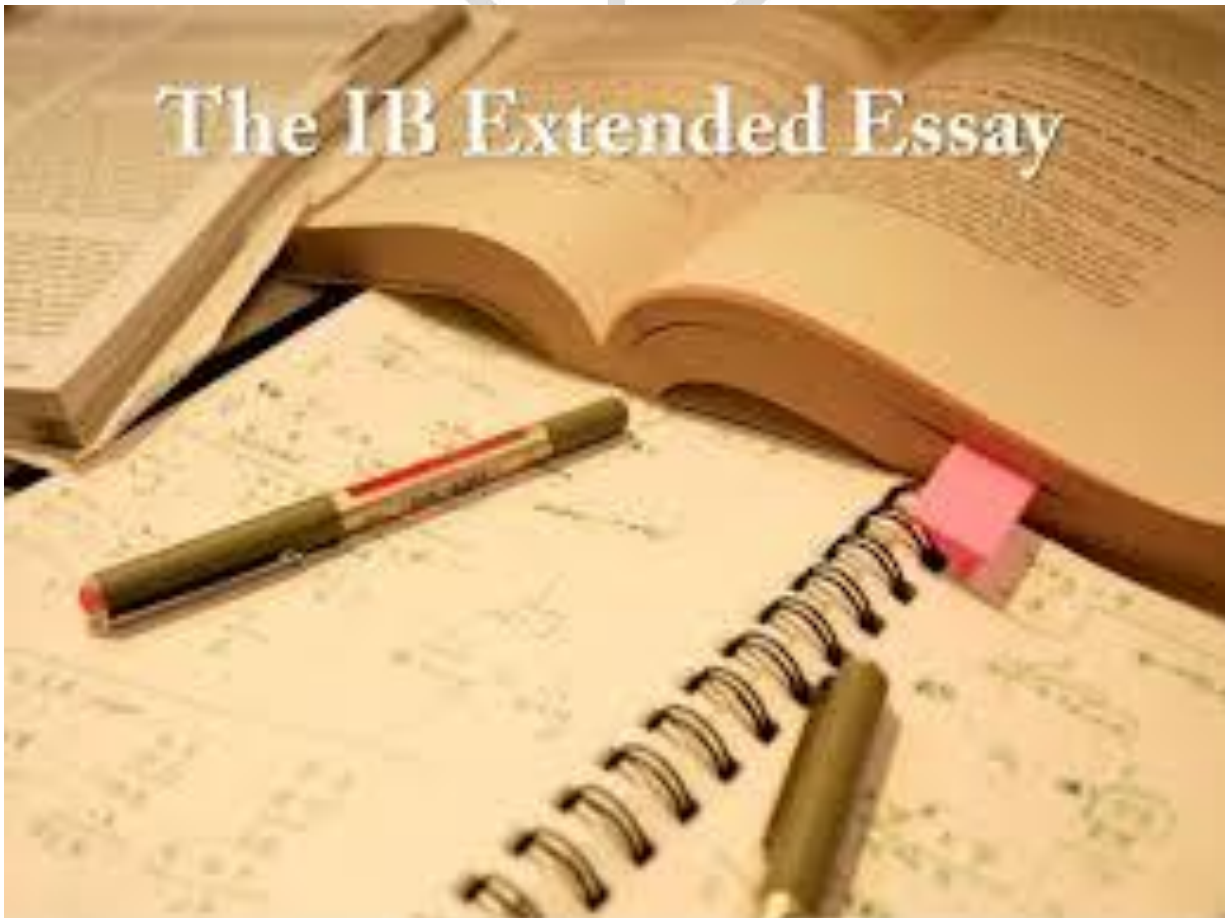




Navrachana International School, Vadodara

Extended Essay 2016-18



EE - 2016-18

The consent Form

Name of student :

Subject Group :

Subject :

Topic :

Research Question:

.....

.....

Supervisor's Detail

Name:

Email id:

Additional support required from school (e.g Library, laboratory facilities)

.....

.....

.....

.....

.....

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Additional comments if any

.....
.....
.....
.....
.....

Signature and Date:

Student

Parent

Supervisor

DP coordinator.....

This form should be submitted to your supervisor on

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SUBJECTS AVAILABILITY FOR EE AT NISV

➤ **Group 1**

Categories 1 and 2: Literature
Category 3: Studies in language

➤ **Group 2**

Category 1—Language
Category 2—Culture and society (A or B)
Category 3—Literature.

➤ **Group 3**

Economics
Business Management
ITGS
Psychology
Environmental systems and societies

➤ **Group 4**

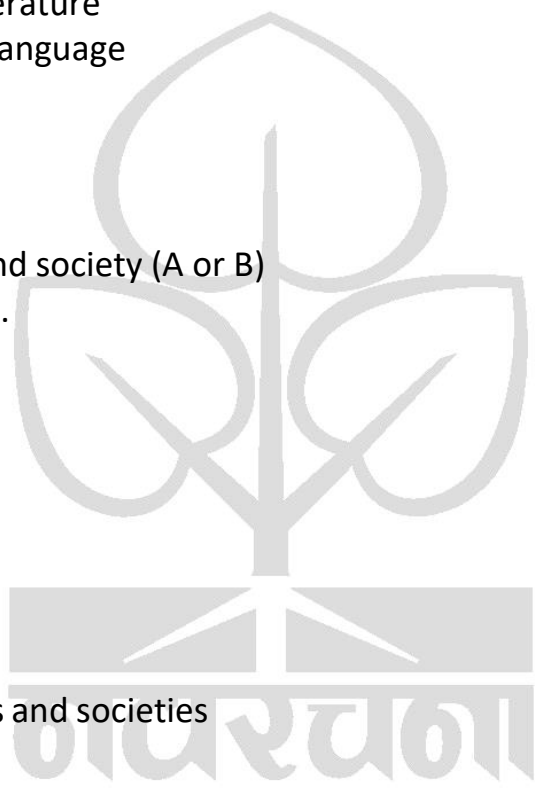
Biology
Chemistry
Physics
Computer science
Environmental systems and societies

➤ **Group 5**

Mathematics

➤ **Group 6**

Visual Art



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Nature of the Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme Subjects.

The extended essay is:

- ☐ Compulsory for all students taking the Diploma and is an option for course students.
- ☐ Externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- ☐ Presented as a formal piece of scholarship containing no more than 4,000 words
- ☐ The result of approximately 40 hours of work by the student.
- ☐ Concluded with a short interview, or viva voce, with the supervising teacher.

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AIMS OF EXTENDED ESSAY

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

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



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RESPONSIBILITIES OF THE STUDENT

It is required that student:

- Choose a topic that fits into one of the subjects on the approved extended essay list (in the Handbook of procedure for the Diploma Programme)
- Observe the regulations relating to the extended essay meet deadlines
- Acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- Start work early.
- Think very carefully about the research question for their essay.
- Plan how, when and where they will find material for their essay.
- Plan a schedule for both researching and writing the essay, including extra time for de-lays and unforeseen problems.
- Record sources as their research progresses (rather than trying to reconstruct a list at the end).
- Have a clear structure for the essay itself before beginning to write.
- Check and proofread the final version carefully.
- Make sure that all basic requirements are met.

ADVICE TO STUDENTS FROM EXAMINERS

Recommended things to do

- Before starting work on the extended essay, students should:
- Read the assessment criteria.
- Read previous essays to identify strengths and possible pitfalls.
- Spend time working out the research question (imagine the finished essay).
- Work out a structure for the essay.

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

- Start work early and stick to deadlines.
- Maintain a good working relationship with their supervisor.
- Construct an argument that relates to the research question.
- Use the library and consult librarians for advice.
- Record sources as they go along (rather than trying to reconstruct a list at the end).
- Choose a new topic and a research question that can be answered if there is a problem with the original Topic.
- Use the appropriate language for the subject.
- Let their interest and enthusiasm show.

After completing the essay, students should:

Check and proof read the final version carefully.

1. Reflection in the extended essay:

- Reflection in the extended essay focuses on the student's progress during the planning, research and writing process. It is intended to help students with the development of their extended essay as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
- The emphasis in the extended essay is on **process** reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.
- 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 challenges that they may experience during the research process.
- Students will be encouraged to informally reflect throughout the experience of researching and writing the extended essay, but are required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections on planning and progress form.
- Reflection must be documented on the [Reflections on planning and progress form](#) and is explicitly assessed under assessment [criterion E \(engagement\)](#).

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RECOMMENDED THINGS TO AVOID

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

In addition, students should not:

- ❑ forget to analyze the research question
- ❑ ignore the assessment criteria
- ❑ collect material that is irrelevant to the research question
- ❑ use the internet uncritically
- ❑ plagiarize
- ❑ merely describe or report (evidence must be used to support the argument)
- ❑ repeat the introduction in the conclusion
- ❑ cite sources that are not used.

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THE RESEARCH PROCESS

- ❑ Choose the subject
- ❑ Choose a topic.
- ❑ Formulate a well-focused research question.
- ❑ Plan the investigation and writing process.
- ❑ Think how and where you will gather material.
- ❑ Plan a structure
- ❑ Undertake some preparatory reading.
- ❑ Carry out the investigation.
- ❑ The material gathered should be assembled in a logical order,
- ❑ The investigation plan needs to be revised.

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Writing the extended essay

The structure of the essay

- ❑ Title page
- ❑ Contents page
- ❑ Introduction
- ❑ Body (development/methods/results)
- ❑ Conclusion
- ❑ References and bibliography
- ❑ Appendices

Finally the work needs to be:

Students are required to submit their essay using a size 12 readable font (Arial) and double-spaced.

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FORMAL PRESENTATION OF THE EXTENDED ESSAY

▪ **Title**

The title should provide a clear indication of the focus of the essay.

▪ **Contents page**

It must be provided at the beginning of the extended essay.

▪ **Illustrations**

- ☐ Illustrative material, if included, is well set out and used effectively.
- ☐ Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease and must be directly related to the Text and acknowledged where appropriate.

Bibliographies, references and citations

The length of the extended essay: The upper limit is 4,000 words **but does**

not include:

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

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

An extended essay must reflect intellectual honesty in research practices and provide the reader with the exact sources of quotations, ideas and points of view through accurate bibliographies and referencing.

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

Major documentation styles

Modern Language Association (MLA)

Appendices, footnotes and endnotes

Appendices, footnotes and endnotes are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay.

The *viva voce* (concluding interview)

The *viva voce* is a short interview between the student and the supervisor, and is a recommended conclusion to the extended essay process. Students who do not attend the *viva voce* may be disadvantaged.

The *viva voce* serves the following purposes:

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

The assessment criteria

| 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 |

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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 of strands and indicators |
|-------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-2 | <p>The topic is communicated unclearly and incompletely. 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. Methodology of the research is limited. 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.</p> |
| 3-4 | <p>The topic is communicated. Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. The research question is clearly stated but only partially focused. The research question is clear but the discussion in the essay is only partially focused and connected to the research question. Methodology of the research is mostly complete. 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. 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 | <p>The topic is communicated accurately and effectively. 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.</p> |

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.

- Does this essay meet the requirements for the subject for which you are registering it?
- Is your research question stated as a question?
- Have you explained how your research question relates to the subject that you selected for the extended essay?
- Have you given an insight into why your area of study is important?
- Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague?
- Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?
- Did you explain why you selected your methodology?
- Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?
- If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?

Are there any references listed in the bibliography that were not directly cited in the text?



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2. 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 of strands and indicators |
|-------|--|
| 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. <p>Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding</p> |
| 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. <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. 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. |

- | | |
|--|---|
| | <ul style="list-style-type: none">• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective 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.

- Have you explained how your research question relates to a specific subject you selected for the extended essay?
- Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?
- Is it clear that the sources you are using are relevant and appropriate to your research question?
- Do you have a range of sources, or have you only relied on one particular type, for example internet sources?

Is there a reason why you might not have a range? Is this justified?

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3. 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 of strands and indicators |
|-------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1-3 | The research is limited. <ul style="list-style-type: none">• The research presented is limited and its application is not clearly relevant to the RQ. Analysis is limited. <ul style="list-style-type: none">• 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. <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. |
| 4-6 | The research is adequate. <ul style="list-style-type: none">• Some research presented is appropriate and its application is partially relevant to the Research question. Analysis is adequate. <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. Discussion/evaluation is adequate. <ul style="list-style-type: none">• An argument explains the research but the reasoning contains inconsistencies. |

| | |
|-------|---|
| | <ul style="list-style-type: none"> • 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. |

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

- Have you made links between your results and data collected and your research question?
- If you included data or information that is not directly related to your research question have you explained its importance?
- Are your conclusions supported by your data?
- If you found unexpected information or data have you discussed its importance?
- Have you provided a critical evaluation of the methods you selected?
- Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?
- Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?
- Are all your suggestions of errors or improvements relevant?
- Have you evaluated your research question?
- Have you compared your results or findings with any other sources?

Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?



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4. 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 of strands and indicators |
|-------|---|
| 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. |

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.

- Have you read and understood the presentation requirements of the extended essay?
- Have you chosen a font that will be easy for examiners to read on-screen?
- Is your essay double-spaced and size 12 font?
- Are the title and research question mentioned on the cover page?
- Are all pages numbered?
- Have you prepared a correct table of contents?
- Do the page numbers in the table of contents match the page numbers in the text?
- Is your essay subdivided into correct sub-sections, if this is applicable to the subject?
- Are all figures and tables properly numbered and labelled?
- Does your bibliography contain only the sources cited in the text?
- Did you use the same reference system throughout the essay?
- Does the essay have less than 4,000 words?
- Is all the material presented in the appendices relevant and necessary?

Have you proofread the text for spelling or grammar errors?

5. 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, and is based solely on the candidate's reflections as detailed on the [RPPE](#), with the supervisory comments and extended essay itself as context.

| Level | Descriptor of strands and indicators |
|-------|---|
| 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 challenges 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. |

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 RPPF

- Have you demonstrated your engagement with your research topic and the research process?
- Have you highlighted challenges you faced and how you overcame them?
- Will the examiner get a sense of your intellectual and skills development?
- Will the examiner get a sense of your creativity and intellectual initiative?

Will the examiner get a sense of how you responded to actions and ideas in the research process?

EXTENDED ESSAY PROGRESS REPORT

Name of student :

Name of supervisor :

Research Question :

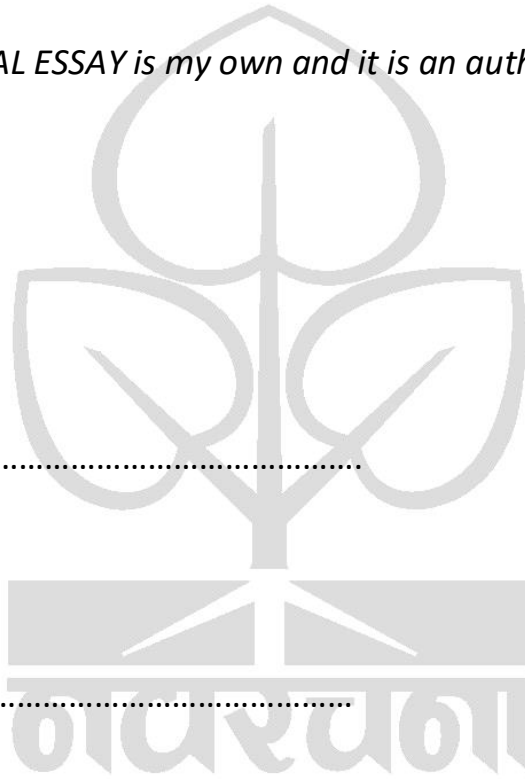
.....

.....

| Tasks | Deadline | Tick mark in appropriate | | | Supervisor's Signature and date |
|---|----------|--------------------------|-----------------------|-------------|---------------------------------------|
| | | Complete | Partially complete | Not Done | |
| Extended Essay | | | | | |
| Comment: | | | | | |
| Submit: EE Consent Form | | | | | |
| Comment: | | | | | |
| Submit : EE Reflection Form 1: Initial Ideas | | | | | |
| Comment: | | | | | |
| EE Form 2 : Interim | | | | | |
| Comment: | | | | | |
| Submit : EE First draft | | | | | |
| Comment: | | | | | |
| Submit : Final EE Checklist for Final | | | | | |
| Comment: | | | | | |
| EE Viva Voce | | | | | |
| EE Form 3 : Final Reflection | | | | | |

I have discussed my research, findings and sources with my supervisor.

I hereby declare that FINAL ESSAY is my own and it is an authentic work.



Signature of Student:

Date.....

Signature of Supervisor:.....

Date.....

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CHECKLIST FOR FINAL PRESENTATION OF EE

| CRITERIA FOR ASSESSMENT | YES | NO |
|---|-----|----|
| Title page | | |
| Title of essay is a statement that summarizes your argument | | |
| Your exam session | | |
| Word count for EE (no more than 4000 words TOTAL) | | |
| Table of Contents | | |
| Indicates sections of the essay | | |
| Includes page numbers | | |
| Introduction | | |
| Identifies the research question | | |
| Places the research question in the context of existing knowledge on the topic | | |
| Explains why the topic is significant and worthy of study | | |
| Defines terms (if relevant) | | |
| Provides a narrow, focused thesis statement that signposts the arguments to come in the essay | | |
| Main Body | | |
| Is divided into sections that build an argument | | |
| Each paragraph introduces a supporting point to prove the thesis in the form of a topic sentence (an opinion) | | |
| Points are substantiated with textual evidence from the primary and secondary sources | | |
| Quotations are short and embedded seamlessly into your essay | | |
| The evidence is explained and analyzed | | |
| Material is relevant to the argument presented | | |
| The essay shows knowledge and understanding of the topic chosen | | |
| Conclusion | | |
| Is relevant to the research question | | |
| Is consistent with the evidence you presented in your essay | | |
| Includes unresolved questions related to the essay topic | | |
| Use of language | | |
| Register is appropriate for a formal, academic essay | | |
| Vocabulary is appropriate for an academic essay | | |
| Is technically accurate (spelling, punctuation, grammar, syntax) | | |

| | | |
|--|--|--|
| Unnecessary words and phrases, cliches, and generalizations have been eliminated | | |
| In-text Citations | | |
| All sources (oral or written) are cited | | |
| Citations follow MLA conventions | | |
| Works Cited Page | | |
| Author | | |
| Title (italicised) | | |
| Publisher | | |
| Place of publication | | |
| Date of publication | | |
| Date accessed (web source) | | |
| Print or web source | | |
| Alphabetical order of author/article | | |
| MLA Format | | |
| Times New Roman font size 12 | | |
| 1" margins all around | | |
| Double spacing | | |
| Pages numbered (top right) | | |
| Candidate number (top right) | | |
| No enter between body paragraphs | | |
| Enter between sections | | |
| Subheadings are bolded | | |

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AWARD OF DIPLOMA POINTS

The method of assessment used by the IB is criterion-related.

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 36.

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge.

A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

The diploma points matrix

| | | Theory of knowledge | | | | | |
|-----------------------|----------------------|----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | Grade A | Grade B | Grade C | Grade D | Grade E | No grade N |
| Extended essay | Grade A | 3 | 3 | 2 | 2 | Failing condition | Failing condition |
| | Grade B | 3 | 2 | 2 | 1 | Failing condition | Failing condition |
| | Grade C | 2 | 2 | 1 | 0 | Failing condition | Failing condition |
| | Grade D | 2 | 1 | 0 | 0 | Failing condition | Failing condition |
| | Grade E | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
| | No grade N | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

A student who fails to submit an extended essay will be awarded N for the extended essay, will score no points, and will not be awarded a diploma.

Appendices

1. *Policies relevant to the extended essay*

Academic honesty—Diploma Programme

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual’s end result over the work (individual or collective) required to get there. For academic honesty, this can mean that the idea of shared responsibility in the PYP and MYP for ensuring a piece of work is the student’s own risks becoming the sole responsibility of the DP student, should a case of academic misconduct arise (Carroll 2012). Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

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2. Ethical guidelines for extended essays research and fieldwork May and November 2013 examination sessions onwards

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.

3. Guidelines for the use of animals in IB World Schools

Why have guidelines for use of animals in the classroom?

As respect for animals is a fundamental stepping stone in the development of respect for fellow human beings the IB animal guidelines seek to set out the parameters for the acceptable inclusion of animals in an IB World School.

What do the guidelines apply to?

These guidelines apply to the treatment of all animals in IB World Schools, to all students at all levels including PYP, MYP, DP and IBCC whether assessed or non-assessed, for extended essays, the group 4 project and the MYP project. The Guidelines cover any work, be it in classrooms or school laboratories, or in the general environment, that is anywhere where IB students may be working. The Guidelines apply to:

1. Keeping animals in schools
2. Animal Experimentation
3. The use of human subjects in investigations

The Guidelines Keeping live animals in the classroom

Caring for classroom pets can provide a variety of authentic learning contexts for students at almost every level. It presents opportunities for students to develop compassion and empathy towards other living things and take action as a result of this learning. Ultimately the decision to care for a live animal lies with the classroom teacher and time should be taken to adequately research the animal and determine a suitable diet, housing, exercise and socialization for the animal as well as how its care fits into the curriculum. The following should be carefully considered before committing to the care of a classroom pet:

Student sensitivity or allergies to particular species, their food or bedding materials

- ▣ Type of animal (domestic rather than wild, not venomous or vicious, diurnal rather than nocturnal etc)
- ▣ Arrangements for housing the animal safely, comfortably, cleanly and in a manner that is not disruptive to the classroom environment
- ▣ Arrangements for appropriate care of the animals over weekends and holidays

Long term care of the animal in cases where a future student is allergic or the animal can no longer live in the classroom

Additionally, essential agreements should be established regarding when and how the animal is to interact with students. These should ensure the health and safety for both students and the animal (e.g. students wash their hands before and after handling).

The nature of the guidelines

IB animal experimentation guidelines may be more stringent than some local or national standards for experimentation in schools. Our standards for work in schools should also be more stringent than those of university and research and development committees as we are not carrying out essential, groundbreaking research. Practical work in schools has other purposes such as reinforcing concepts and teaching practical skills and techniques. Even in a practically based extended essay the work will not be fundamental, ground-breaking research.

Live animals in experimentation

Any planned and actual experimentation involving live animals must be subject to approval by the teacher following a discussion between teacher and student(s) based on the IB guidelines. This discussion should look at the 3Rs principle and the decision justified. The principles are:

- ▣ Replacement
- ▣ Refinement
- ▣ Reduction

Any investigation involving animals should initially consider the replacement of animals with cells or tissues, plants or computer simulations. If the animal is essential to the investigation refinements to the investigation to alleviate any distress to the animal and a reduction in the numbers of animals involved should be made.

Experiments involving animals must be based on observing and measuring aspects of natural animal behaviour. Any experimentation should not result in any cruelty to any animal, vertebrate or invertebrate. Therefore experiments that administer drugs or medicines or manipulate the environment or diet beyond that which can be regarded as humane is unacceptable in IB schools.

Animal dissection

There is no requirement in the PYP, MYP or in the DP group 4 sciences for students to witness or carry out a dissection of any animal, vertebrate or invertebrate. If teachers believe that it is an important educational experience and wish to include dissections in their scheme of work they must apply the following guidelines. The IB does not support animal dissection or the use of animal body parts in the PYP.

- ▣ Discuss reasons for dissections of whole animals with the students.
- ▣ Allow any student who wishes to opt out of the dissection to do so.
- ▣ Seek to reduce the number of dissections.
- ▣ Seek to replace animal dissection with computer simulations and/or use animal tissue, for example, hearts and lungs obtained from butchers, abattoirs or laboratory suppliers.
- ▣ Dissect animals obtained from an ethical source only, for example, no wild animals, animals

killed on the road or endangered animals.

Experiments involving human subjects

Any experimentation involving human subjects must be with their direct, legally obtained written permission and must follow the above guidelines. In addition, the investigation must not use human subjects under the age of 16 without the written consent of the parents or guardians.

- ☐ Subjects must provide written consent
- ☐ The results of the investigation must be anonymous
- ☐ Subjects must participate of their own free will
- ☐ Subjects have the right to withdraw from the investigation at any time.

Investigations involving any body fluids must not be performed due to the risk of the transmission of blood-borne pathogens. An exception would be an investigator using their own saliva or sweat.

The use of secondary data

Secondary data acquired as a result of research that would not be in line with the above policy may be used under certain circumstances:

☐ Data acquired by professional researchers. In this case the data would be from research which is written up in academic journals and qualifies as ground breaking. Such research would have been presented to research committees for approval and be licensed.

☐ Research which was considered ethical at the time the research was conducted. Our view of animals and their welfare has moved on considerably in recent years. Much research conducted in a different culture would not be granted permission today even though at the time, it was considered acceptable. Data from such sources is acceptable.

Some secondary data exists that was considered unethical even within the cultural and historical context of the day. Such data is not acceptable under any circumstances.

What happens if the guidelines are not followed?

Internal assessment moderators or extended essay examiners who see evidence that the guidelines are not being followed at the school, in the sample work sent for moderation or in extended essays are required to complete a problem report form (PRF) to be submitted to IB Cardiff.

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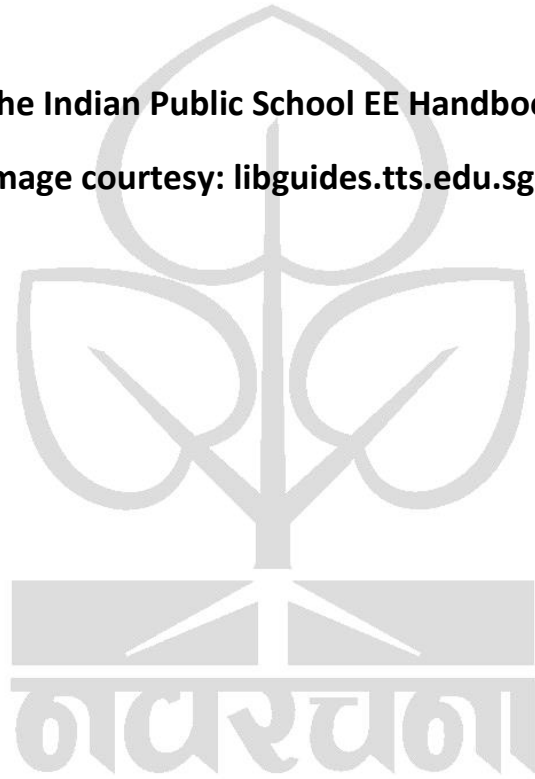
Acknowledgements

IBDP Extended Essay website (First exam 2018)

(Ibo.org)

The Indian Public School EE Handbook

Image courtesy: libguides.tts.edu.sg



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