

II. EXTENDED ESSAY



WHAT IS THE EXTENDED ESSAY?

The Extended Essay (EE)

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

 [Overview of the extended essay](#)

2025 EXTENDED ESSAY CALENDAR FOR THE MAY IB EXAMINATIONS

Note: Any students failing to meet the following deadlines will be required to attend extra support sessions outside of regular class time to catch up. Students who continue to miss deadlines may be ineligible for the IB Diploma.

March 4 2024	Introduction to the Extended Essay + Assignment: Students begin to formulate their research question. + Assignment: Begin using different media, journaling, video diaries, blogs, etc to create a Researcher's Reflection Space.
April 15 2024	DUE: Preliminary Research Question Academic Supervisors Assigned. + Assignment: Research Question, Thesis statement and at least 3 sources identified for the EE.
May 20 2024	First Reflection meeting with Academic Supervisor.
TBD	Informational Session for Parents: Introduction to the Extended Essay, Academic Honesty and EE Assessment.
June 3 2024	DUE: Research Question, Thesis statement, and at least 3 sources identified for the EE. + Assignment: Revision of thesis statement, outline, first 2000 words of draft.
June 13 2023	DUE: Revision of thesis statement, outline, and first 2000 words of draft. + Assignment: First complete 4000 word draft.
Sep. 10 2024	Second Reflection meeting with supervisor.
Oct. 8 2024	DUE: First complete draft of 4000 words, with at least 10 sources properly cited. + Assignment: Second complete draft 4000 words.
Nov. 19 2024	DUE: Second complete draft 4000 words. + Assignment: Final Draft.
Dec. 17 2024	DUE: Final Draft.
TBD	Viva Voce Reflection Meeting with supervisor. DUE: Completed RPPF.

EXTENDED ESSAY ETHICAL GUIDELINES

The following information is taken from the International Baccalaureate Diploma Extended Essay Guide and applies 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.



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. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> + The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. + The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> + The source(s) and/or method(s) to be used are limited in range given the topic and research question. + There is limited evidence that their selection was informed.
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	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> + Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> + The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> + An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. + There is evidence of effective and informed selection of sources and/or methods.

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	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> + The selection of source material has limited relevance and is only partially appropriate to the research question. + Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> + Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3-4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> + The selection of source material is mostly relevant and appropriate to the research question. + Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> + The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>

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. <p>Analysis is limited.</p> <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. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> + An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. + The construction of an argument is unclear and/or incoherent in structure hindering understanding. + Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. + There is an attempt to evaluate the research, but this is superficial. <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. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> + There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. + Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> + An argument explains the research but the reasoning contains inconsistencies. + The argument may lack clarity and coherence but this does not significantly hinder understanding. + Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. + The research has been evaluated but not critically.
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. + 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.
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.

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	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> + The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. + Some layout considerations may be missing or applied incorrectly. + Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.
3-4	<p>Presentation is good.</p> <ul style="list-style-type: none"> + The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. + Layout considerations are present and applied correctly. + The structure and layout support the reading, understanding and evaluation of the extended essay.

DEFINING YOUR EXTENDED ESSAY RESEARCH TOPIC

For the Extended Essay you **choose** the topic and design the question. You may find that you have to work through various proposals with your Supervisor before you arrive at one that will be suitable for the criteria. This is not a waste of time – it is a normal and valuable part of the process of clarifying thoughts which almost all researchers use. **Good background work and regular communication with your Supervisor at this stage is essential for later success.**

When deciding on your general research area it will clearly be helpful to do some **further reading** around it. Your key task is then to identify a specific research topic which will meet the **IB criteria** and be achievable in the **time** you have (40 hours) and with the **resources** available to you.

You should avoid choosing a topic that is too broad – being over ambitious is a common problem. You should also avoid topics which just involve you copying out material from reference books or websites or which is overdone by others. Your essay must contain your original analysis of data.

5 STEPS TO DEVELOPING A RESEARCH QUESTION

1) Choose a subject and topic that is of interest.

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.

Subjects:



ENGLISH



FRENCH



BUSINESS



MATHEMATICS



PHYSICS



BIOLOGY

2) Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

What has already been written about this topic?

Was it easy to find sources of information?

Is there a range of different sources available?

Is there a range of views or perspectives on the topic?

What interesting questions have started to emerge from this reading?

3) Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.

4) Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Clear: *Will the reader understand the nature of my research? Will it direct the research being undertaken?*

Focused: *Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?*

Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?

5) Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:

- + Suggesting possible outcomes of the research
- + Outlining the kind of argument they might make and how the research might support this
- + Considering options if the research available is not sufficient to support a sustained argument.

WRITING PURPOSEFUL EXTENDED ESSAY QUESTIONS

Step 1. Name your topic.

Early in your research, describe your work in one sentence. Use adjectives to describe your nouns.

I am learning about (or reading about, or studying)

Step 2. Suggest a question.

Try to describe your research by developing a question that specifies something about your topic.

I am studying because (in order to) I want to find out (who, what, when, where, whether, why, or how)

Step 3. Add a rationale.

Take your questioning one step further by adding a second question aimed at determining your rationale.

I am studying because I want to find out in order to understand (how, why, or whether)

Step 4. Repeat the process.

Now, repeat steps 1-3 as often as it takes for you to write enough detail to believe in what you are researching, know what you want to find out, and understand your reason for undertaking your research. Oh—and in between your attempts to work through these steps—have someone read your answers. This will force you to stay on track and keep working.

****When you can adequately state the “because I want to find out” portion of your topic, you have determined your reason/purpose for studying and writing about it.****

Be aware that this is a critical yet difficult step in the research process. You cannot write a full statement of purpose/rationale until you have gathered and read some solid information on your topic. Once you have done so, you'll almost be ready to write your research question.

Examples

BIOLOGY

Step 1: *I am learning about plants in Biology.*

Step 2: *I am studying plants in Biology because I want to find out what factors influence plant growth.*

Step 3: *I am studying plants in Biology because I want to find out how different wave lengths of light influence plant growth in order to understand what type of light will allow for optimum plant growth.*

HISTORY

Step 1: *I am studying the origins of the cold war in History.*

Step 2: *I am studying the origins of the cold war in History because I want to find out what impact the USSR had on the cold war.*

Step 3: *I am studying the origins of the cold war in History because I want to find out what impact the Salami tactics had on the cold war in order to understand whether they contributed to the start of the cold war.*

SAMPLE EXTENDED ESSAY RESEARCH QUESTIONS

ENGLISH LANGUAGE AND LITERATURE

How does Nike use language to create a unique identity while promoting its products?

To what extent and in what contexts are video games a feasible tool for language acquisition?

ENGLISH LITERATURE

How does Jhumpa Lahiri use photographs and photography to explore absence in 'Unaccustomed Earth'?

BUSINESS MANAGEMENT

To what extent has the acquisition of The Body Shop by L'Oreal impacted brand image of both brands?

To what extent have Coca Cola's guerilla marketing campaigns been successful in spreading awareness of their positioning?

HISTORY

To what extent was the Brezhnev Doctrine a catalyst for soviet invasion of Afghanistan?

BIOLOGY

What is the efficiency of 10% Ayurvedic preparations in inhibiting growth of Ecoli?

To study the effect of using EDTA to increase the rate of phylo extraction by Brassica Juncea.

PHYSICS

How does the arrangement of bungee chords affect the depth fallen by the jumper and jerk caused?

WORLD STUDIES

Which factors, with a special focus on the 2014 referendum for independence in Scotland, have contributed most to the increase in popularity of separatist movements in Europe?

An examination of the extent to which subsistence farmers in the Himalayan foothills are influenced by short-term economic motivations and long-term environmental sustainability in determining their farming practices

MATHEMATICS

What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now we have man-made satellites?

THE STRUCTURE OF THE EXTENDED ESSAY

The seven required elements of the Extended Essay:

1) Title Page

This should include Extended Essay 2018, a title to your research, the research question, the subject(s), the category and the word count.

2) A List of Contents Page

List the different parts of your Extended Essay with their page number. The Title Page is page 1.

3) An Introduction

The introduction should state the focus of the essay, the scope of the research, the sources used and the argument that is developed. It should also state why the research topic is important.

4) The Body of the Essay

This is where you develop your argument to the question. Your body paragraphs will contain your main points, the data gathered, evidence, findings and explanation. Sub-headings can be used.

5) Conclusion

This is a final summative conclusion to the research question. State what your main findings were, and if any questions remain unanswered.

6) References and Bibliography

7) Appendices

Bottom line: document any words, ideas, or other productions that originate somewhere outside of you. There are, of course, certain things that do not need documentation or credit, including:

- + Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject.
- + When you are writing up your own results obtained through lab or field experiments.
- + When you use your own artwork, digital photographs, video, audio, etc.
- + When you are using "common knowledge" things like folklore, common sense observations, myths, urban legends, and historical events (*but not historical documents*) When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Is It Common Knowledge?

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

Need More Help With Academic Essays and MLA?

The OWL (Online Writing Lab) resources are very easy to use:

 [The OWL resources](#)

Note: if you use an online citation-maker, such as Word Citation Manager, Noodletools.com or easybib.com make sure that you put the right information in it or you will get faulty results.

AVOIDING PLAGIARISM – WHEN TO CITE

Adapted from Brizee, A. "Is It Plagiarism Yet?" The Owl at Purdue. Last update Sep.30,2008. Sep. 5, 2009. <<http://owl.english.purdue.edu/owl/resource/589/02/>>

This is a brief list of what needs to be credited or documented:

- + Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.
- + Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing.
- + When you copy the exact words or a unique phrase.
- + When you reprint any diagrams, illustrations, charts, pictures, or other visual materials.
- + When you reuse or repost any electronically-available media, including images, audio, video, or other media.



IB Extended Essay Student/Supervisor Agreement

Name: _____ Given Name: _____

Homebase teacher: _____

EE Subject Area: _____ (e.g. Biology)

EE Supervisor: _____

My EE Topic is:

Student Acknowledgement

I, _____ agree to undertake my Extended Essay in the following subject _____, and to abide by the roles and responsibilities listed on the next page and have been set out for students by the International baccalaureate.

Signed: _____ Date: _____

Supervisor Acknowledgement

I, _____ agree to supervise _____ in his/ her Extended Essay for the following subject _____ and to abide by the role and responsibilities listed on the next page and have been set out by the International Baccalaureate.

Signed: _____ Date: _____

Parent Acknowledgement

Parent Name: _____ Signature: _____

Home phone: _____ Parent email: _____

The title is: EE Supervisor Agreement

SUPERVISOR RESPONSIBILITIES

- + Help students to arrive at a focused research question which is feasible within the scope of the task, time available, and the student's ability.
- + Emphasize the importance of the reflection sessions as supported by a detailed Researcher's reflection space.
- + Ensure that students are given copies of relevant publications, such as policies, exemplars and subject reports.
- + Monitor the progress of the students and encourage them to develop skills relevant to their research and writing.
- + Comment fully on one draft of the extended essay within the parameters permitted.
- + Ensure adequate availability to students for check-in and reflection sessions.

STUDENT RESPONSIBILITIES

- + 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.

FORM
2**Final Research Question Approval***(This form should be handed in hard copy to your supervisor)*

Student name: _____ Supervisor: _____

Subject: _____

Final research Question:

_____***This section is to be filled in by subject departments***Research Question Department Approval: ☐ **Yes** ☐ **No**If research question is not approved please provide recommended adjustments:

_____FORM
3**Research Outline and Holiday Planning Sheet***(This form should be handed in hard copy to your supervisor)*

Name: _____ Supervisor: _____

Subject: _____

List of holiday work in other subjects (e.g. English reading, Geography project):a. _____ b. _____
c. _____ d. _____
e. _____ f. _____

Anticipated number of hours to complete these tasks: _____

2. Objectives for extended essay first draft:

These should be specific. Some tangible outcomes should be the end result. Your focus is that by the end of the summer break you will need to have completed ALL your primary and secondary research. The quality of your written work will depend entirely on how much time and effort you put into this part of the process. What is important is that you maintain a balance between work and recreation but that you ensure the required work is completed for the beginning of the new academic year.

List your objectives for the EE and dates for completion:

Research Objective	Date for Completion

Anticipated number of hours to complete these tasks: _____

Student signature: _____ Supervisor signature: _____

Extended essay Reflections on planning and progress form

 [View form EE/RPPF](#)

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.

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 indicate the month that the reflection session took place, the candidate's year of DP study at that time and initial this form. First reflection session







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III.CAS



WHAT IS CAS ?

CAS is one of the three elements of the IB DP core (TOK, Extended Essay, and CAS). The three elements of the DP core were introduced by the original curriculum designers of the DP as a way to educate the whole person. The core is seen as the heart of the DP. With its holistic approach, CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

CAS is organized around the three strands of creativity, activity and service defined as follows.

- + **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.
- + **Activity**—physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.
- + **Service**—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- + Enjoy and find significance in a range of CAS experiences.
- + Purposefully reflect upon their experiences.
- + Identify goals, develop strategies and determine further actions for personal growth.
- + Explore new possibilities, embrace new challenges and adapt to new roles.
- + Actively participate in planned, sustained and collaborative CAS projects.
- + Understand they are members of local and global communities with responsibilities towards each other and the environment.

As a shining beacon of the IB values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background. The CAS Coordinator meets with students regularly to provide support, encouragement and guidance. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

HOW CAS WORKS

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events. Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

CAS EXPERIENCES VS CAS PROJECTS

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. Page 5 A CAS project is a collaborative series of sequential CAS experiences lasting at least one month engaging students in one or more of the CAS strands. Students work as part of a team with a group of other students or members of the wider community. A CAS project may involve members of the community and/or other AAC/DP students. The project must have clearly defined procedures, goals and responsibilities, and students must be able to report on how they completed the project and what they learned. All projects must follow the five CAS Stages found in the Service section of this handbook. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

EVALUATION OF CAS

Successful completion of CAS is a requirement to receive a DP Diploma, even though it does not count in the point accumulation with the six subject areas, the EE and TOK. Evidence is collected over the 18 months, and there are three scheduled, formal interviews with the CAS Coordinator to review progress and provide guidance. The students will create and build a portfolio for CAS which is a record of their work and their reflections. More information on how CAS will be evaluated will be made available to students at the beginning of grade 11.

THE SEVEN CAS LEARNING OUTCOMES

Successful completion of CAS is a requirement for the award of the IB Diploma. Completion of CAS is based on student achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. Students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving each of the seven learning outcomes at least once through their CAS programme.. Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

LEARNING OUTCOME	DESCRIPTOR
L01 Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
L02 Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
L03 Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
L05 Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
L06 Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible
L07 Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

THE CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme. During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride.

CAS INTERVIEWS

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

The first interview is conducted at the beginning of the DP. The CAS coordinator ensures the student understands the requirements for CAS, the CAS learning outcomes, and

how they might achieve these outcomes. They also discuss the student's interests and ideas for CAS experiences, determine what form the student's CAS portfolio should take, and review the CAS stages.

The second interview is held towards the end of the first year. The main purpose is to assess the student's progress in CAS- have they committed to a range of CAS experiences and are they achieving the learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference and reviewed for gathered evidence including achievement of any of the learning outcomes.

The third interview is the summative interview for CAS. It is just before the DP finishes. The student outlines how they have achieved the learning outcomes for CAS, discuss and evaluate their overall CAS programme, and reflect on personal growth. The student's CAS portfolio is used as reference in this interview.

THE FIVE CAS STAGES

1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
2. **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
3. **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.
4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke responses from others.

REFLECTION

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Each student must reflect upon his/her learning and development in the CAS Programme. As part of the IB learner profile, the ability to examine one's own thought process and learn from our mistakes is a vital part of being a successful, positive member of the community. Reflection is a key component in meeting the requirements of CAS, and helps young adults to see their evolution through a clearer lense. The CAS Coordinator will explain the minimum requirements for each DP candidate, but all students are encouraged to continually look into themselves to seek clarity and growth opportunities.

Overall, reflection is an honest, personal examination of one's own thoughts and progress. There are a variety of ways to reflect, and one's thoughts, feelings and preconceived ideas must be a part of the process.

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. Reflection is never forced and is not graded. It cannot be seen as something that "must be done"

or another box to check. If reflection in itself is a waste of time, the student must examine their own priorities and level of engagement. For help with reflection, consult the CAS Coordinator or HS counselor.

Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- + Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- + Expressing feelings: Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- + Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- + Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.



CAS CALENDAR AND DEADLINES

The CAS Coordinator will make the calendar and deadlines available to each DP student at the beginning of the programme. Students must adhere to this calendar and achieve all objectives by the expected date. If there is a special situation which will not allow any student to meet a deadline, they must contact the CAS Coordinator BEFORE that deadline arrives.

American Academy Casablanca CAS Calendar Class of 2022

(Modified due to COVID-19 Lockdown)

	MONTH	DP1	DP2
QUARTER 1	September	Introduction to CAS First CAS Experience First CAS Interview	CAS Project Review Lesson DP1 Peer Presentation about CAS
	October	Personal Profile Due	CAS Project Proposal Due
		CAS Trip Prep Meeting	
QUARTER 2	November	Annual IB CAS Trip	
	December	Portfolio Submission & Check-in CAS Report sent to IB Coordinator/Parents	
	January	CAS Coordinator office hours start (Fridays 9am-11am)	
QUARTER 3	February		
	March	Portfolio Submission & Check-in	
	April		CAS Project Deadline CAS Demonstration Day
QUARTER 4	May	Second CAS Interview Intro to CAS Project	Final CAS Portfolio Due Final CAS Interview
	June		IB notified whether or not candidates have completed their CAS program Graduation

POSSIBLE CAS EXPERIENCES FOR AAC STUDENTS

There is a wide range of activities that would fall within one or more of the CAS strands. AAC expects its DP students to seek activities that will provide them with authentic growth experiences and help integrate them effectively with the greater community. The overall goal of CAS is to develop skills; therefore, students are encouraged to try new experiences and get outside of their comfort zone. Below is a list of possible CAS activities—please review your plans with the CAS coordinator at the beginning of the programme to ensure that you are on the right track:

- + Participation in an AAC or outside music, art or theater group.
- + Taking special classes (review the class with the CAS coordinator before beginning).
- + Planning activities for school or community groups.
- + Working for the AAC yearbook or starting a school newspaper.
- + Being a member of an AAC or supervised outside sports team.
- + Taking part in a club which involves physical activity (wall climbing).
- + Running a marathon.
- + Joining a dance group.
- + Taking yoga/pilates/martial arts classes.
- + Volunteering at a local organization.
- + Working on a specific community project (ex. Habitat for Humanity).
- + Any religious group that is ONLY involved in service (not proselytizing).
- + Physical and/or emotional assistance for the elderly.
- + Coaching or teaching young children a sport or skill.

This is in no way meant to be a complete list—it is just some possible ways in which the CAS requirements can be met. The key for DP students is to find something that interests them, to ensure commitment. Students completing their CAS projects will be representing themselves, their families and the AAC community, and it is expected that they act in an exemplary manner at all times.

WHAT IS NOT CAS

While CAS covers a huge range of activities and types of projects, some undertakings would not meet the requirements of the programme:

- + Any religious activity
- + Any project which is part of the DP curriculum in one of the courses
- + Any activity in which the student receives remuneration or other direct benefit
- + Any activity where there is no adult supervisor to verify the work
- + Any task which is simple/repetitive
- + Any form of family obligation

- + Any work which causes division in the community (political organizing)
- + Any fundraising without a clear goal which benefits the community
- + Any work with a business or for-profit organization (internship at a bank)
- + Any activity which does not have a clear benefit for others

RESPONSIBILITIES OF STUDENTS

One of the reasons AAC has adopted the DP is to help students work more independently. With this new freedom comes more responsibilities. AAC expects DP students in CAS to:

- + Be actively engaged in CAS activities weekly (min. 3-4 hours).
- + Honestly reflect on their progress in a variety of ways
- + Inform the CAS Coordinator of plans for projects
- + Raise concerns or questions immediately to alleviate stress and confusion
- + Manage their time effectively, and seek help when necessary
- + Keep accurate records and obtain the required signatures
- + Meet regularly with the CAS Coordinator
- + Understand the successful completion of CAS is required to receive the IB Diploma
- + Approach CAS with a proactive attitude
- + Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- + Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- + Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- + Ensure a suitable balance between creativity, activity and service
- + Behave appropriately and ethically in their choices and behaviours.

SERVICE AT AAC

Active involvement and the completion of a service project is not only a key component of the IBDP but it is also a graduation requirement for AAC graduates. Therefore, if a student does not receive his/her IB Diploma or does not complete the CAS to a satisfactory level, they still must complete a service project that meets school minimum requirements.

The following information pertains to the DP requirements and expectations for the service component of CAS. For students entering the DP—whether they finish or not—they must follow the expectations for CAS to receive their AAC Diploma.

FOUR TYPES OF SERVICE ACTION

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- + **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- + **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- + **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- + **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

APPROACHES TO SERVICE

There are many approaches to service, such as:

- + **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- + **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- + **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.
- + **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and

devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

- + **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- + **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.
- + **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- + **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

RISK ASSESSMENT

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. When planning a CAS experience in which participants may be exposed to hazards, it is important that risks are identified and assessed. The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom.

Association Essaouira Darna
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Etablissement de Protection Sociale
Centre d'accueil des Enfants
Essaouira Darna



جمعية الصويرة دارنا
مؤسسة الرعاية الاجتماعية
مركز استقبال الأطفال
الصويرة دارنا

