

# SPRUCE CREEK HIGH SCHOOL

[www.SpruceCreekIB.weebly.com](http://www.SpruceCreekIB.weebly.com)



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## EXTENDED ESSAY PACKET

### Class of 2017

Extended Essay Coordinator/Teacher Librarian: Mrs. Samantha Murray, [shmurray@volusia.k12.fl.us](mailto:shmurray@volusia.k12.fl.us)  
IB Coordinator: Mrs. Susan Chance, [sachance@volusia.k12.fl.us](mailto:sachance@volusia.k12.fl.us)

Text **@schsib2017** to the phone number **81010** to receive texts about EE deadlines!  
To ask Mrs. Murray questions via text, use **(904) 372-8765** (identify yourself).

Inquirer.Knowledgeable.Thinker.Communicator.Principled.Open-Minded.Caring.Risk-taker.Balanced.Reflective

# Introduction



The IB Diploma program is filled with challenges that push you to be a better student and a better citizen of the world. You are about to embark on another one of them- the extended essay. The EE is a requirement for an IB diploma. It is in the center of the curriculum circle along with TOK and CAS hours. It is not tied to any single class. It is instead intended to be an independent research project in an IB subject of your choice that you conduct with the guidance of a supervising teacher. The process is intended to promote high-level research and writing skills, intellectual discovery and creativity. ***The extended essay is an independent, self-directed piece of research, finishing with a 3,000- 4,000 word paper with citations.***

## Assessment Objectives

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

You can earn up to 3 points for your Extended Essay and TOK paper as this chart shows. **Please note that a failing grade on the extended essay, being accused of academic dishonesty, or failing to turn in an extended essay at all will result in failing to earn an IB diploma no matter how high your test scores may be.**

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

# DEADLINES

Please text the message @schsib2017 to the phone number (786) 220-6016 to receive text reminders about EE deadlines!

<p><b>March 14<sup>th</sup>-16<sup>th</sup></b> <b>Introduction</b></p>	<p>Attend the introduction to the EE with Mrs. Murray (your history class will come to the media center). She will go over the directions and help you narrow down a possible subject area and supervisor.</p>
<p><b>March 16<sup>th</sup></b> <b>Directions &amp; Supervisor Request</b></p>	<ol style="list-style-type: none"> <li>1. Read this direction packet and decide upon a general subject area for your essay. Decide upon 2 possible supervisors in that subject area.</li> <li>2. Read the subject area directions for the subject you are interested in on <a href="http://www.SpruceCreekIB.weebly.com">www.SpruceCreekIB.weebly.com</a> under directions.</li> <li>3. Read the sample EEs in your chosen subject area on the SCHS IB website.</li> <li>4. Go to <a href="http://www.SpruceCreekIB.weebly.com">www.SpruceCreekIB.weebly.com</a> and fill out the Subject and Supervisor Request Form (it is located under students/ extended essay). No supervisor will be assigned until you do this!</li> <li>5. Return the signed EE Contract (at the end of this packet) to the IB Office!</li> </ol>
<p><b>March 28<sup>th</sup>-29<sup>th</sup></b> <b>Contact Your Assigned Supervisor</b></p>	<p>Check <a href="http://www.SpruceCreekIB.weebly.com">www.SpruceCreekIB.weebly.com</a> to see who your supervising teacher is. Make contact with your supervising teacher in person and find out when you will have your first meeting. <b>THEY ARE NOT RESPONSIBLE FOR FINDING YOU!</b> Make sure they have any information they need (e-mail, phone number, etc.) to contact you.</p>
<p><b>March 30<sup>th</sup>-April 6<sup>th</sup></b> <b>Check-In Session 1: Initial Ideas</b></p>	<p>Attend your first check-in meeting with your supervisor (this may be a group meeting) to discuss the general subject area that you would like to research. Be prepared to narrow your topic down. If you are not prepared to have an intelligent conversation with your supervisor about your possible topic, they will not be able to help you!</p> <ul style="list-style-type: none"> <li>• What sparked your interest in this chosen subject area?</li> <li>• What background reading have you done?</li> <li>• Have you thought about a provisional research question that is viable with the subject criteria?</li> <li>• What are the next steps in conducting your research?</li> </ul> <p><b>YOU WILL RECEIVE THE LOGIN INFORMATION FOR YOUR TURNITIN ACCOUNT AT THIS MEETING. See Mrs. Murray or your supervisor if you need the login.</b></p>
<p><b>April 7<sup>th</sup> or April 8<sup>th</sup></b> <b>Research</b></p>	<p>You will be brought to the media center during history for one period of research to help you narrow your general topic to a more specific research question or further your background reading if you have already chosen a question. You will spend the time exploring the databases and finding possible sources. Note that this period of class time is intended to give you a jumpstart, but it is not the only time you should spend narrowing a topic down to a question.</p>

<p><b>April 11<sup>th</sup>- 15<sup>th</sup></b>  <b>Check-In Session 2:</b></p> <p><b>Approval of Research Question</b></p>	<p>Once you are ready with a research question, meet with or contact your supervisor via e-mail (depending upon what they told you to do) to discuss your proposed research question. They will help you consider:</p> <ul style="list-style-type: none"> <li>• If your research question is viable with the subject criteria</li> <li>• If you will be able to collect sufficient resources to effectively answer the research question</li> <li>• If you need to revise the question to ensure it promotes an analytical approach or if you need a new focus for the question completely</li> </ul>
<p><b>Research Question Due April 15<sup>th</sup>!</b></p>	<p>Once your supervisor has approved your research question, <b>enter it into the Research Question Form on <a href="http://www.SpruceCreekIB.weebly.com">www.SpruceCreekIB.weebly.com</a></b>. <i>Note: IB does NOT permit two students to write on the same topic, so the student who submitted their approved question first will get to keep the topic.</i> Significant changes to the research question will need to be reapproved throughout the process. <b>Remember- a research question that doesn't fit the subject area guarantees a failing grade even if the paper is amazing! Read your directions from IB World on the website.</b></p>
<p><b>April 18<sup>th</sup>- May 26<sup>th</sup></b>  <b>Gather Sources and Build Background Knowledge</b></p>	<p>READ! RESEARCH! BUILD BACKGROUND KNOWLEDGE! FIND SOURCES! This is your time to do all of the legwork for the paper. You will have a lot of spare time during the month of IB exams to use for this purpose. Ultimately your goal is to locate at least <b>5 possible sources</b> that you could use for your paper (although the final number you use may be more or less depending upon the subject area you chose- your supervisor will guide you) and create a <b>rough outline</b> for your paper. You may even move into beginning the rough draft of your paper.</p> <p>*If you are doing an experiment based topic, use this time to set up your plan for your experiment and conduct the background research. If you are doing SSTP, conduct background reading and create a rough outline for a possible back-up topic if your SSTP experience does not lend itself to an EE.</p>
<p><b>May 23<sup>rd</sup>-26<sup>th</sup></b>  <b>Media Research</b></p>	<p>During the week of May 23-26, you will spend 2 days in the media center with your history class to work on your annotated bibliography or paper.</p>
<p><b>May 27<sup>th</sup></b>  <b>Annotated Bibliography and Working Outline Due</b></p>	<p>Submit annotated bibliography and working outline (or early first draft with works cited) to <a href="http://www.turnitin.com">www.turnitin.com</a> and your supervising teacher. Your annotated bibliography will contain:</p> <ul style="list-style-type: none"> <li>• the full citation information in MLA format for 5 likely sources for your paper from databases and/or books</li> <li>• a short paragraph (3-5 sentences) under each citation that describes the content of the work and how you anticipate using it in your paper</li> <li>• at the bottom of your annotated bibliography is your working outline for the body of the paper</li> </ul> <p><b>The annotated bibliography will count as a grade in history.</b> If you decided to move more quickly through this process, you are welcome to submit an early first draft with works cited for this deadline and skip the annotated bibliography. You will receive extra credit on the assignment for history.</p>

<p><b>May 27<sup>th</sup> - June 3<sup>rd</sup></b>  <b>Supervisor Meeting</b>  <b>FIRST FORMAL REFLECTION SESSION</b></p>	<p>Meet with your supervisor to discuss your progress. <b>This is your first reflection session and must be documented on your reflections on planning and progress form at the end of this packet.</b> Give them the copy of the annotated bibliography and working outline to see if you appear to be on the right track. Talk about what you need to do from here and have them sign your reflection sheet. Some of the things you will discuss and reflect about at this meeting include:</p> <ul style="list-style-type: none"> <li>• <i>Have you developed a thorough working research question or does it still need some work?</i></li> <li>• <i>Are there any ethical issues in relation to the intended topic and proposed research methods?</i></li> <li>• <i>Do you have a good grounding in the relevant theories, methodologies or findings of the subject?</i></li> <li>• <i>Have you found scholarly, relevant sources?</i></li> <li>• <i>Do you have a good framework for your outline?</i></li> <li>• <i>Do you have a solid plan for how to tackle this over the summer?</i></li> </ul>
<p><b>June 4<sup>th</sup>-5<sup>th</sup></b></p>	<p><b><u>EXTENDED ESSAY LIBRARY WORK DAYS TAKE ONE!!!</u></b>  Want to enjoy your summer without working on your EE?? Come spend these days in the media center working on your rough draft while you have help! You could easily complete the draft in these two days!</p>
<p><b>Summer</b></p>	<p><b>Complete your entire rough draft including an abstract, table of contents and works cited.</b>  Know that any significant changes in your research question <b>MUST</b> be reapproved by your supervisor and Mrs. Murray before you move forward.</p>
<p><b>June 4<sup>th</sup>-August 12<sup>th</sup></b>  <b>Check-In Session 3</b></p>	<p>While you are working on your paper, you are expected to be periodically checking in with your supervising teacher and/or your EE coordinator if you are unable to contact your supervisor. Ask questions, share individual paragraphs for feedback, ask if a particular source seems like a good one.....do not allow yourself to fall into the trap of writing a terrible paper and losing your IB diploma because you didn't use the guidance you have available. This is ultimately an independent process, but that does not mean you are going it alone! <b><i>Remember, supervisors are not required to be at your disposal all summer, which is why we started this process early. Be sure that you ask your supervisor when and how to contact them over the summer.</i></b></p>
<p><b>August 9<sup>th</sup>-12<sup>th</sup></b></p>	<p><b><u>EXTENDED ESSAY LIBRARY WORK DAYS TAKE TWO!!!</u></b>  You are welcome in the media center to work.</p>
<p><b>August 16<sup>th</sup></b>  <b>7:25am</b>  <b>1<sup>st</sup> Draft Due</b></p>	<p>Students must electronically <b>submit your COMPLETE 1<sup>st</sup> draft</b> to the EE course in turnitin.com by the deadline! Here is the enrollment information for the class:  <b>Check your texts, the website, or see your supervising teacher or Mrs. Murray for your Turnitin Class ID &amp; Password</b>  This is a grade in your Senior English class. <b>Late uploads will not be accepted for a grade in English and will not have the benefit of receiving peer feedback.</b> Make sure your essay is in ONE FILE in the following order: title page, abstract, table of contents, body of paper, works cited, appendix (if needed)</p>

<b>August 17<sup>th</sup>-21<sup>st</sup></b>	You will be assigned 2 of your peer's papers to complete a peer review/check within <a href="http://www.turnitin.com">www.turnitin.com</a> and a self-review where you answer the same questions for your own paper. <b>You must complete the 3 assigned reviews. This is a grade in your senior English class.</b> More importantly, it will be an excellent source of feedback for you before you turn your paper in to your supervisor.
<b>August 22<sup>nd</sup>-31<sup>st</sup></b>	<ul style="list-style-type: none"> <li>• Login to <a href="http://www.turnitin.com">www.turnitin.com</a> and view your feedback.</li> <li>• Make corrections to your original paper as needed.</li> <li>• Double check your originality report and make corrections as needed.</li> </ul>
<b>September 1<sup>st</sup> 7:25am 2<sup>nd</sup> Draft Due</b>	Submit your COMPLETE revised 2 <sup>nd</sup> draft: <ul style="list-style-type: none"> <li>• Electronically to <a href="http://www.turnitin.com">www.turnitin.com</a> AND</li> <li>• 1 printed copy to your supervisor by 7:25am</li> </ul> This should be a copy that you feel is close to perfect in format, length, and subject area, but that you are ready to make even better based on feedback from your supervisor.
<b>September 1<sup>st</sup>-30<sup>th</sup> Supervisor Meeting: Feedback and Interim Reflection</b>	Contact your supervisor to find out when they will be able to meet with you for feedback. Meet with your supervisor and go over suggested revisions. Remember that the supervisor is not allowed to edit your paper; they are there to guide you and tell you what areas you need to look at. <b><i>It is suggested that you take your own printed copy of your paper and mark it up as they tell you what corrections to make!</i></b> Pay close attention to issues related to citation and subject as they can both cause failing conditions for your paper and/or risk your diploma. Fill out the Interim Reflection on the Reflections on Planning and Progress log and have your supervisor sign it.
<b>October 1<sup>st</sup>-31<sup>st</sup> Revision</b>	Spend time making suggested revisions. If you are able to, it is STRONGLY recommended that you complete revisions quickly and submit your final EE early to avoid any technical glitches. Remember, an E on the paper will mean no IB diploma and no Bright Futures Scholarship, and the stronger your score is the more point you earn, so make sure you revise as needed!
<b>October 31<sup>st</sup> 7:25am</b>	<h2 style="text-align: center;">FINAL EE DEADLINE OCTOBER 31st at 7:25am!</h2> <p>Students must turn in one final printed copy and one electronic copy of the paper before 1st period! The printed copy is turned in to Mrs. Chance in the IB office. The electronic copy must be submitted to the FINAL DRAFT assignment on <a href="http://turnitin.com">turnitin.com</a> by 7:25am. You must have done both to have met the deadline.</p> <p>Some supervising teachers may ask you to give them a second printed copy of your paper with changes you have made between the 2<sup>nd</sup> draft and the final draft highlighted. This can be turned in the next day without impacting whether you have met the deadline.</p> <p>If a final version of the essay has not been turned in by this deadline, the student will be put on probation from the IB diploma program and will not be registered for senior level IB exams. If the essay is turned in late, they will have to cover the late fees IB charges (currently \$33 per exam before January 1<sup>st</sup>, \$132 per exam after January 1<sup>st</sup>, but the actual amount is subject to change by IB World) in order to be registered for exams and be reinstated as an IB diploma candidate.</p>

<p><b>November 1<sup>st</sup>- December 20<sup>th</sup> MENTOR MEETING: VIVA VOCE</b></p>	<p>Contact your supervisor to set up an appointment for your last meeting. This meeting is REQUIRED because it is your last conversation with your supervisor before they validate your work for IB World. If you do not meet with them for your Viva Voce, your paper cannot be validated and will not be sent for grading. Please refer to the Viva Voce directions in this packet for more information about what to expect at this meeting. You must also fill out your final reflection on your <i>Reflections on Planning and Progress</i> log and submit it to your supervising teacher to be given to Mrs. Chance. Your supervisor will have a conversation with you where he or she asks you questions to determine:</p> <ul style="list-style-type: none"> <li>• What research skills and/or conceptual understanding have you acquired through the completion of the EE?</li> <li>• What other skills such as time management, decision-making or thinking skills have you learned?</li> <li>• What have you learned about the topic, the research process and your own learning and any new questions you have uncovered?</li> <li>• What do you think were successes in this process? What was the most rewarding aspect of the entire process?</li> <li>• How will this experience prepare you for future work of this nature?</li> <li>• What is the personal significance of the work you have done?</li> </ul>
<p><b>December 20<sup>th</sup> Submit Your Reflections Log</b></p>	<p>Following the viva voce, you must turn in your completed <i>Reflections on Planning and Progress Log</i> to your <b>supervising teacher</b>. It must be signed and dated. The supervisor adds the final comment to authenticate the process by signing and dating the form and submits it to Mrs. Chance along with your predicted grade.</p>
<p><b>February/March Date To Be Announced</b></p> <p><b>UPLOAD TO IB</b></p>	<p>You will be uploading the electronic version of your final paper to IB. Neither your name nor candidate number should appear on any of the pages, including the title page. To be uploaded, the extended essay must be in an acceptable file type: DOC, DOCX, PDF, or RTF. The extended essay is an acceptable file size of no more than 10MB, so all diagrams, maps, tables, must be digitally produced where possible to prevent excessive file sizes when included in as part of the essay. To upload:</p> <ol style="list-style-type: none"> <li>1. Go to <a href="https://candidates.ibo.org">https://candidates.ibo.org</a></li> <li>2. Enter your login credentials</li> <li>3. Click on the My Coursework tab</li> <li>4. Click on Upload Coursework</li> <li>6. Enter all mandatory fields</li> <li>7. Click Upload coursework</li> </ol> <p>You will see file upload was successful message when your work has been uploaded!</p>

**Your EE is not uploaded to IB World until February or March, so why do we have all of these deadlines and have you submit it so early? You will have enough to worry about your senior year with college applications, IAs, courses, etc. For your own mental health, we need the EE to be finished and just awaiting some polish by the time school starts. The rest of the process is just about making things better and is not time consuming if you wrote a good paper following the directions to begin with.**

# SUBJECT AREAS

Your Extended Essay can be written in any of your chosen subjects for the IB Diploma. **You cannot write on any subject you have used for an IA or any other assignment.** It is not recommended that students write in a subject area that they have not studied in class.

## Group 1: Studies in Language and Literature (English)

Globally in 2014 there were 12,976 Essays: 21% A, 29% B, 34% C, 14% D, 2% E

2013-2015 SCHS: 12 A, 33 B, 34 C, 6 D, 0 E

**Category –Literary Analysis:** Analyze a literary work (or works) *originally written in English* with a major emphasis on literary analysis and criticism.

**Category 2- Literary Analysis:** Analyze two or more literary works where *at least one was originally written in English* and the other(s) were originally written in another language with a major emphasis on literary analysis and criticism.

**Category 3- Language:** Studies in language- in other words, analyze how words make meaning in a close analysis of a particular text that was *originally written in English*. The term ‘text’ in category 3 language is defined to include a wide range of oral, written and visual materials. See the IB directions for more specifics.

## Group 2: Language Acquisition (Spanish or French)

Globally in 2014 there were 3,257 Essays: 21% A, 29% B, 36% C, 13% D, 1% E

2013-2015 SCHS: 1 A, 2 B, 1 C, 0 D, 0 E

A Group 2 Extended Essay must be *written in the language* in which it is registered and focused on matters related to the target culture. You do not have to be fully fluent in the language to be successful.

**Category 1- Language:** A specific analysis of the language (its use, structure and so on) normally related to its cultural context or a specific text.

**Category 2- Culture and Society:** An analysis of a cultural nature that describes the impact of a particular issue on the form and use of the language.

**Category 3-Analysis:** A literary analysis of a work(s) of literature originally written in the target language.

## Group 3: Individuals and Societies (Social Sciences)

33,186 Essays: 9% A, 23% B, 40% C, 25% D, 2% E

2013-2015 SCHS Hist: 1 A, 27 B, 81 C, 67 D, 2 E / Econ: 0 A, 6 B, 10 C, 5 D, 1 E / Psych: 0 A, 9 B, 32 C, 34 D, 4 E

**Economics:** In-depth research in economics in an area of personal interest. NOT historical- should be related to economic information that is ***no more than three years old***. Includes critical analysis of data collected through the research process.

**History:** In-depth research in a historical area (***at least 10 years in the past***) of genuine interest. The topic must focus on the human past, be worthy of study, and lend itself to systematic investigation in line with published assessment criteria. It can NOT be even *remotely* related to your history IA. The topic can relate to social history items like music and sports although we do not recommend it because it is very difficult to write a higher level analysis on a more popular topic. Whatever you choose should not be trivial in nature.

**Psychology:** A psychology extended essay should be an investigative, analytical argument on a topic in psychology of genuine interest. This is *not* an experimental paper and data collection is not appropriate at all. Students must have taken psychology this year to write a psychology extended essay.

**World Studies:** An extended essay in world studies provides students with an opportunity to undertake an in-depth, *interdisciplinary* study of an issue of contemporary global significance. SEE MR. PLATT

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## Group 4: Sciences

10,676 Essays: 10% A, 23% B, 42% C, 23% D, 2% E

2013-2015 SCHS Bio: 7A, 8B, 19C, 8D, 1E / Chem: 4C, 2D / Enviro: 1A, 7B, 6C, 5D / Physics: 1B, 5C, 4D, 1E

**Biology:** A biology extended essay should incorporate biological theory and emphasize the essential nature of the subject. Essays in biology may be based on data collected by the student *or* information obtained from literature, ideally from primary sources, and manipulated or analyzed in an original way by the student.

**Chemistry:** A chemistry extended essay has a clear chemical emphasis. The essay may be based on literature, theoretical models or experimental data, but students are strongly encouraged to undertake experimental work as part of their research.

**Environmental Systems and Societies:** An ESS extended essay provides students with an opportunity to explore an environmental topic or issue of particular interest or relevance to themselves and their localities. This is a multidisciplinary research topic that may be investigated either through primary data collection or secondary data collection. The topic should allow you to show some grasp of how both environmental systems and societies function in the relationship under study.

**Physics:** An extended essay in physics should have a basis in physical theory and emphasize the essential nature of the subject. The student must be personally involved with the subject matter and not be simply an informant. Essays in physics may be based on data collected by the student *or* information obtained from literature, ideally from primary sources, and manipulated or analyzed in an original way by the student.

## Group 5: Mathematics

1,391 Essays: 11%A, 21% B, 33% C, 28% D, 7% E

2013-2015 SCHS: 2 D, 1 E

**Mathematics:** An extended essay in mathematics may be written on any topic that has a mathematical focus and need not be confined to the theory of mathematics itself.

## Group 6: The Arts

5,103 Essays: 20% A, 25% B, 34% C, 18% D, 3% E

2013-2015 SCHS Dance: 4A, 3B, 1C / Music: 1A, 2B, 9C, 7D, 3E / Visual: 1A, 3B, 5C, 5D, 1E

**Dance:** An extended essay in dance provides students with an opportunity to focus on a topic in dance of particular interest to them. Dance as expressive movement with intent, purpose and form that communicates through the body and gesture of the dancer should be at the heart of an extended essay in dance. A particular dance or a particular style of dance may be chosen as the core focus of the essay. Students should strive for a coherent verbal analysis and interpretation of one or more dances in relation to the chosen research question.

**Music:** An extended essay in music provides students with an opportunity to undertake in-depth research into a topic of genuine interest to them that is distinctively musical. *Real music* should be at the heart of an extended essay in music. This means that particular pieces of music should be chosen as the core focus of the essay. Students should strive for a coherent verbal analysis and interpretation of one or more pieces of music in relation to the chosen research question.

**Visual Arts:** A visual arts extended essay will be a structured piece of writing that addresses a particular issue or research question appropriate to the visual arts (broadly defined also to include architecture, design and contemporary forms of visual culture).

# PAPER REQUIREMENTS

## Word Count

**4,000 is the maximum including the introduction, body, conclusion and quotations.** There is not a minimum from IB, but it is difficult to score well with fewer than 3,000 words, so **3,000 words is your minimum.** The **word count does NOT include** the abstract, acknowledgments, table of contents, maps, charts, diagrams, annotated illustrations and tables, equations, formulas and calculations, **citations, works cited** or 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.

## Structure

Listed here are the required elements of the extended essay **in order**. The model for the extended essay is a paper in an academic journal. Please note the order in which the elements are presented here is *not necessarily the order in which they should be written*.

**Title page**

**Abstract**

**Table of Contents**

**Introduction**

**Body (development/methods/results)**

**Conclusion**

**Works Cited**

**Appendices (if needed- the examiner is not required to read the appendices)**

## How to Include Diagrams and Illustrations

Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate.

## Plagiarism, Citation and Academic Honesty

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 academic misconduct.** A works cited is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgment. The works cited should list only those sources cited.

# FORMING A RESEARCH QUESTION

Developing a narrow, focused research question is an integral part of your extended essay process. A research question will provide a path to guide you through your research and writing.

<p><b>Step 1.</b> Choose your subject area</p>	<p><i>Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses?</i></p>
<p><b>Step 2.</b> Choose a topic that interests you</p>	<p><i>Describe your work in one sentence.</i> I want to learn about _____. <b>Example:</b> I want to learn about public funding for the arts.</p>
<p><b>Step 3.</b> Suggest a question</p>	<p><i>Try to describe your research by developing a question that specifies something about your topic.</i> I am studying _____ because I want to find out (who, what, when, where, whether, why or how) _____. <b>Example:</b> I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are on low incomes. <b>Direct question:</b> To what extent are the arts accessible to people who belong to the class of the working poor? <b>Include a command term from your subject area to help form the research question.</b> Will you be able to argue a specific position? What are some possible issues or arguments?</p>
<p><b>Step 4.</b> Evaluate your question</p>	<p><i>Answer the questions:</i> <i>Is there a range of perspectives on this topic?</i> <i>Does the research question allow for analysis, evaluation and the development of a reasoned argument?</i> I am studying _____ because I want to find out _____ in order to understand (how, why or whether) _____. <b>Example:</b> I am studying public funding for the arts because I want to find out how accessible the arts are to the working poor so I can determine whether tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.</p>
<p><b>Step 5.</b> Restate your question using a different command term</p>	<p><i>Asking the question in a different way might help you view your topic in a different way.</i> <i>How does analyzing ...</i> <i>To what extent ...</i></p>
<p><b>Step 6.</b> Review with your supervisor</p>	<p><i>Is your supervisor able to understand the nature of your research?</i> <i>Is it clear to your supervisor how and why your topic is relevant in your subject area?</i></p>
<p><b>Step 7.</b> Reflection</p>	<p><i>If you can adequately respond to the “so what?” question, you may be on your way to a clear and focused research question using your initial topic idea.</i> Do that here: _____</p>

**You must now start some preliminary reading around the issue or topic. Remember that you will most likely need to revise your research question once you start to undertake your research. In this sense your research question should always be considered provisional until you have enough research data to make a reasoned argument.**

# THE ANNOTATED BIBLIOGRAPHY

An annotated bibliography provides a concise summary of each source and some assessment of its value and relevance. It is excellent preparation for carrying out independent research. The process is not just a matter of listing possible sources. It also requires you to think critically. You must consider the sources in terms of:

- what has already been written about your chosen topic and
- how your own research will fit into this

## How to compile an annotated bibliography

There are many ways to format an annotated bibliography. For this assignment you are going to locate 5 potential sources from databases and/or books (no websites) and type your annotated bibliography in the following format:

### Biology Example

Bibliographic information	Avelino, J, Willocquet, L and Savary, S. 2004. "Effects of crop management patterns on coffee rust epidemics". <i>Plant Pathology</i> . Vol 53, number 5. Pp 541–547.
Content/theme(s)	How crop management systems can affect the spread of coffee rust epidemics. The role of mathematical modelling supported by data from the field is discussed and new approaches to managing the coffee crop are suggested.
Author's authority	The main author works at a government agricultural research station in Costa Rica and has published many articles in pest control, agriculture and mathematical modelling. Clearly a recognized scientific authority in the coffee-growing business.
Purpose	To suggest novel ways of dealing with a major tropical agricultural disease through an integrated scientific approach.
Usefulness	<ul style="list-style-type: none"> <li>• Takes a balanced look at benefits and difficulties of using mathematical models to predict changes in complex ecological systems.</li> <li>• Considers the practical implications for the farmers who have to deal with the issues in the field.</li> <li>• Suggests scientifically considered interventions.</li> </ul>

### History Example

Bibliographic information	Gutman, R. 1993. <i>A Witness to Genocide</i> . New York, NY, USA. Macmillan.
Content/theme(s)	Genocide and how it can be avoided, especially in the case of the Bosnian civil war.
Author's authority	Journalist and author. Awarded the Pulitzer Prize for international reporting, the George Polk Award for foreign reporting, the Selden Ring Award for investigative reporting, and a special Human Rights in Media Award from the International League for Human Rights.
Purpose	Collection of stories, accounts, articles of the Bosnian war.
Usefulness	The source was useful in so far as it provided accounts of the Bosnian war and its aftermath. It is clearly an investigation into the causes of the civil war and genocide. It helped frame the conflict for me so that I could locate further articles and journal sources. The source was very informative as I try to understand the causes and consequences of genocide and why it occurs.

# SAMPLE TITLE PAGE

*The title should provide a clear indication of the focus of the essay. It should be precise and not necessarily phrased in the form of a question. Your research question should follow your title.*

The Effects of Procrastination on the  
Achievement of IB Diplomas at Spruce Creek High School

Research Question: To what extent and how did procrastination  
impact extended essay scores at Spruce Creek High School (1997-2017)?

International Baccalaureate Extended Essay  
Area of Study: Psychology  
May 2017  
Spruce Creek High School

Word Count: 3700

# SAMPLE ABSTRACT

*This page follows immediately after the title page.*

## **The abstract cannot be more than 300 words.**

The abstract is NOT an introduction. While we ask you to write a rough draft of your abstract early in your process to get you thinking about the paper you will be writing, your final abstract should be the LAST thing you write in order for it to be quality. The minimum requirements for the abstract are to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the essay

The abstract may include all or some of the following features:

- A clear statement of the essay's purpose and the research question.
- A statement of the thesis or argument and an explanation of
- The structure for the development of the thesis argument.
- The conclusions reached.
- Discussion of the various sources used.

The abstract should be able to stand on its own. If your essay was lost, the reader of your abstract should be able to understand what your paper was trying to convey through your central argument and organization. Be sure to read some of the abstracts in the sample papers on the IB website!

**The word count must be listed at the bottom of the page. It is not a part of your paper word count.**

Word Count: 295

# TABLE OF CONTENTS

*This page follows immediately after the Abstract.*

## Table of Contents

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Number all pages starting with the title page and the header of your document. Visit the media center website [www.SpruceCreekMedia.weebly.com](http://www.SpruceCreekMedia.weebly.com) for directions on how to insert page numbers!

# BODY OF PAPER

*Your supervisor will be able to provide you with more subject specific guidance.*

**Your extended essay must address each of the following questions.**

## I. Introduction

- What is your research question?
- Why is the research question significant and worthy of study?
- Why is the research question significant to you personally?
- What is your thesis?
- What is your game plan for the rest of the essay?

## II. Body

- What is the background information needed in order to understand your research question and thesis?
- What are the distinct elements of your thesis? How can the thesis be divided and broken down into parts?
- What are the central arguments you will make to defend your thesis?
- What are the topical subsections of your body? Outline each subsection of the body.
- How does each subsection build upon the previous subsection and lead up to the next? How does each subsection contribute to your defense of your thesis?
- What evidence will you present to support your arguments and thesis?
- What are your key sources? How will you integrate the evaluation of your sources in the Body?
- How will you integrate critical analysis into your Body?

## III. Conclusion

- How have you sufficiently answered the research question and defended your thesis?
- What are the major strengths of your thesis and your analysis and defense of it in your essay?
- What could you have done better in the essay? Evaluate your own work critically.
- What are the new questions and unresolved questions which have arisen from your research and analysis?

# FORMAL VS. INFORMAL WRITING

When writing your extended essay you should use language that is *formal and academic* in tone. The chart below gives you some idea of the differences between informal and formal essays.

Characteristic	Informal essay (sometimes also called personal or familiar essay)	Formal essay
Author's viewpoint	Usually uses first-person pronoun; directly addresses the reader.	Usually uses third-person pronoun.
Subject/content: Sources of evidence	Frequently drawn from life of the student and everyday events.	More commonly drawn from shared historical events or literature or other forms of knowledge.
Tone	Frequently more personal and subjective; may be ironic, amusing, thoughtful, angry or serious; conversational and casual.	Tends to be removed from the subject and appears to be objective; tends to hold emotions in check and express concerns through strong arguments and powerful rhetorical devices.
Structure	Appears to be more loosely structured.	Follows a structure that focuses on the development of one clear argument at a time to support a clearly stated thesis.
Location of the research purpose/question	May appear anywhere in the essay; may not be explicitly stated.	Stated explicitly, generally located in the first or second paragraph of the essay.
Vocabulary	Everyday words; slang and colloquialisms; contractions; uses "you" and "I".	Technical words according to subject; no slang or contractions; avoids "you" and "I" (the use of "I" in the introduction and conclusion of an essay is permitted but in the body of the essay is best avoided in order to maintain an academic tone).
Purpose	Entertainment; gentle reflection.	Presentation of facts and ideas with critical evaluation, arguing a point and analysing in detail.

## English Example

NO	I decided to write an extended essay on how hip-hop works as protest of the lower classes because I think the music is cool and really gets people dancing, inspiring those people who wouldn't normally think there's any point in being against anything to listen to the message. Being an enthusiastic hip-hop dancer myself, I really wanted to find out some more about this.
YES	This extended essay on how the lyrics of hip-hop developed as a form of protest against a society segregating the working classes is based on the premise of the music having a distinct and energizing rhythm that really inspires people <b>to move</b> , thereby reaching out to audiences who wouldn't normally believe in protest, let alone speak out in public. Thus, the music becomes a vehicle for words of protest that can and indeed have changed the world. My own experience with dancing hip-hop at a relatively advanced and skilled level fueled my desire to research this topic in more depth.

## Biology Example

NO	Biology has always been a passion of mine. Ever since I was searching for frogspawn in my grandparent’s pond as a four-year-old and annoying my mum with a battery of jam jars on the window sill in which I was trying to raise tadpoles I have been fascinated with observing nature in detail. Even in English, reading <i>Death of a Naturalist</i> by Seamus Heaney, I found myself thinking up an experiment to do with dragonflies and bluebottles. I have a fish tank at home with three different sorts of fish. I’ve noticed that they all respond differently when I feed them. I’m wondering what else is different in their behaviour so, in this extended essay, I’m going to find out how they react to light.
YES	This extended essay is focused on investigating the phototactic responses of three different species of fish that occupy different areas of an aquarium: danios ( <i>Danio rerio</i> ), which group near the surface of the water, black skirt tetra ( <i>Gymnocorymbus ternetzi</i> ), which swim in the middle of the tank, and kuhli loach ( <i>Pangio kuhlii</i> ), which swim near the bottom of the tank. It is anticipated that they will respond differently to light according to their niche within the tank. The outcome of my investigation could inform the feeding strategy used for different fish as well as highlight the adaptive nature of taxic response in fish. In addition, this essay may help to inspire some fellow students to view their fish with new interest, and consider their own strategies in populating a fish tank.

## Psychology Example

NO	When I go into a supermarket there is always gentle background music playing, although in the clothes shops I like it is always loud pop music. At breakfast my dad likes to listen to Rossini string sonatas, while my little brother has heavy metal on his iPod and will head-bang his way through a bowl of cornflakes. My extended essay is trying to research why people rely on certain types of music to influence their mood and how music is used in this way for advertising. I am not sure if there is a connection and whether the music does affect, for example, people’s shopping habits, but it will be interesting to try to find out, especially to see if different peoples’ brains are wired differently when it comes to music.
YES	This extended essay intends to investigate whether there is a causal relationship between music listened to and the mood of individuals. Additionally, it will seek to explore whether this relationship is used in advertising to encourage people to spend money.

## Dos and don’ts: A summary

 Do:	 Do not:
<ul style="list-style-type: none"> <li>• Make your writing clear and to the point.</li> <li>• Try linking ideas with these expressions: in addition, nevertheless, on the other hand, by contrast, although, alternatively.</li> <li>• Include some complex sentences in your writing.</li> <li>• Try using semi-colons if you feel confident about using them correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t use “well” or “you know” or “anyway” or “like I just said” or any phrase that sounds like you are having a friendly chat.</li> <li>• Avoid using “And”, “But”, “Because” or “So” at the beginning of a sentence.</li> <li>• Keep exclamation marks to a minimum!!!</li> <li>• Words like “nice” and “a lot” have no power. Try to think of more descriptive words, for example “delicious” or “endless”.</li> </ul>



# SCHS MLA and APA Quick Guide

www.SpruceCreekMedia.weebly.com

## Extended Essay Paper Format Basics

	MLA	APA
<b>When do I use MLA vs. APA?</b>	IB World allows you to use ANY style guide for your extended essay as long as you are consistent, but they highly recommend schools choose one and stick with it. At SCHS, we have chosen a modified version of MLA, so use the MLA column unless your supervising teacher insists that you need to use APA for your citations and references!	
<b>Font</b>	<b>12 point Times New Roman or Arial</b>	
<b>Line Spaces</b>	<b>Double Spaced</b>	
<b>Margins</b>	<b>1" Margins</b>	
<b>Header Location</b>	Look for how to insert a header into your document. On Word it is under "Insert" and "Header." The header will default to ½" from the top of the page, which is what you need for both MLA and APA. There is also an insert page number tool.	
<b>What is in the Header?</b>	<b>Candidate ID Number Page Number</b> <b>000-5360-xxxx 1</b>	
<b>Subheadings In Text</b>	You can use subheadings if you need to, but they are not encouraged in the rubric. If you do use subheadings, be sure that they do not resemble IA subheadings and that they enhance the flow of your essay, not detract from the flow.	
<b>Appendices</b>	The grader is not required to read the appendices and they should not contain anything essential to the understanding of your paper, but they can be included at the end if needed.	

## Parenthetical Citation/ In-Text Citations

	MLA	APA
<b>When to cite in the text</b>	Each time you use information from a source (whether a direct quote or something you have put into your own words), you must cite it in the body of the paper at the end of the sentence before the period. If you have several sentences with information from the same source in a row, you can cite when shift sources and/or start a new paragraph. If you use a quote, you must cite the source at the end of the quote.	
<b>How to cite in the text</b>	<p><b>(Last name page number).</b> Use the last name and page in parenthesis at the end of the sentence (Smith 12).</p> <p>If your reference the author's name in the actual text, use just the page number in parenthesis at the end of the sentence (12).</p> <p>No page? Leave it out (Smith).</p> <p>No author? Shortened title in quotes or italics depending upon how it appears in your reference page ("Title" 12) or (<i>Title</i> 10).</p>	<p><b>(Last name, year of publication).</b> Author's last name, comma, and the year the material was published (Smith, 2010).</p> <p>According to Smith (2010), if you reference the author's name in the actual text for APA format, only refer to them by their last name and just use the year in parenthesis after the author's name.</p>
<b>Incorporating longer quotes in your text</b>	Longer quote = 4 lines or longer Blocked (indented 2 tabs over)	Longer quote = 40 words or more Indented 1 tab or 5 spaces over

## End-of-Text Citation Basics

	MLA	APA
<b>Reference List</b>	<b>At the END of the paper on its own page.</b> <b>All sources used for the paper MUST be listed.</b> <b>Listed alphabetically using the first word in each citation (usually the author's last name).</b>	
<b>Reference List Title</b>	Titled "Works Cited"	Titled "References"
<b>Author Names</b>	Last name, first name (Doe, John)	Last name, first initial (Doe, J.)
<b>Multiple Authors</b>	Spell out available names alphabetically up to 3 authors. First author is last name first, rest are first then last. More than 3, list first 3 and put "et al" at the end.	Lists all authors alphabetically, but only using the last name, first initial.
<b>Indentation</b>	Uses a hanging indent (first line not indented, subsequent lines are indented) for each source.	
<b>Resources for Creating Reference List</b>	If you are using an electronic database, there is usually a button that will give you the citation formatted for the correct style guide, but it will not be perfect. If it is any other source, you can EasyBib or any of the other tools available on the media center website. These resources do not help you if you don't know what they are looking for!	
<b>Tips and Tricks</b>	<ul style="list-style-type: none"> <li>• If you have the essence of how to cite down, you won't be guilty of plagiarism.</li> <li>• n.p. = no publisher, n.pag. = no pages given, n.d. = no publication date</li> <li>• Need to cite something not listed or need examples? Google it or visit the Purdue Online Writing Lab!</li> </ul>	

## End-of-Text Citation Formulas

	MLA	APA
<b>BASIC BOOK BY ONE AUTHOR (A physical one you are holding in your hands.)</b>	Author's Last Name, First Name Middle Initial (or Corporation Name if Appropriate). <i>Complete Title of Book</i> . Edition (if there is one). Place of Publication: Publishing Company, Year Published. Print.	Author's Last Name, First and Middle Initials. (Year of publication). <i>Title of work: Capital letter also for subtitle</i> . Location City, Location State Abbreviation: Publisher.
<b>Chapter or Article in an ANTHOLOGY (a collection of works by different authors)</b>	Last name of the author of the work you are citing, first name. "Title of the Article." <i>Title of Book</i> . Ed. Editor's first and last name. Volume Number (if there is one). Place of Publication: Publisher, Year. Pages of work. Print.	Author's Last Name, First and Middle Initials. (Year of publication). Section Title. In Editor's Last Name, First and Middle Initials (eds.) if applicable, <i>Title of anthology: Capital letter also for subtitle</i> (Edition ed., pp. pages). Location City, Location State Abbreviation: Publisher.
<b>ON-LINE DATABASE Accessed MAGAZINE, JOURNAL or NEWSPAPER ARTICLE</b>	Author's last name, first name. "Title of Article." <i>Name of Magazine/ Newspaper</i> . Volume Number (Year of Publication): page(s). <i>Name of Database</i> . Name of Service. Web. Day Month Year of Access.	Author's Last Name, First and Middle Initials. (Year of publication). Title of article. <i>Title of Online Periodical, volume number</i> (issue number if available), page range if available. Retrieved from <a href="http://xxxxx">http://xxxxx</a> <b>OR</b> doi:xxxxx if applicable
<b>WEBSITE</b>	Author's last name, first name (or editor/compiler if given). "Title of Page." <i>Name of Site</i> . Organization Responsible for Site, Day Month Year of Publication. Web. Day Month Year of access. <url>.	Author's Last Name, First and Middle Initials. (Year, Month Date Published). Article title. <i>Website Title</i> . Retrieved Month Date, Year, from URL.

# EXTENDED ESSAY RUBRIC

## 11 Grading Criteria (36 points possible)

Your supervisor can give you more clarification on specific sections as they relate to your subject area. You are also encouraged to read the sample essays on the IB website and look at their scores in each area.

### **A. Research Question 2**

Is there a sharply focused research question that is clearly stated on the title page and in the introduction? Does it fit the subject area it has been submitted to? (If the answer to this question is no, the paper will automatically fail.) Is it an interesting topic or at least an interesting take or twist on a familiar topic? Is it possible to answer the question effectively in a paper of no more than 4,000 words?

- 0- The research question is not stated in either the introduction or on the title page OR does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
- 1- The research question is stated in either the introduction or on the title page but is not clearly expressed OR is too broad in scope to be treated effectively within the word limit.
- 2- The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

### **B. Introduction 2**

The context of the research question is clearly demonstrated. You clearly explain the significance of the topic and indicate why your research question is worth discussing. Remember, the introduction is your first impression and sets the tone for how the grader views your paper.

- 0- Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
- 1- Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.
- 2- The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

### **C. Investigation 4**

Did you use a variety of quality sources? Did you clearly understand and evaluate the sources you used? Did you follow a methodical course of investigation in answering your research question?

- 0- There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
- 1- A range of inappropriate sources have been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.
- 2- A limited range of appropriate sources have been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.
- 3- A sufficient range of appropriate sources have been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.
- 4- An imaginative range of appropriate sources have been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.

**D. Knowledge and Understanding of the Topic Studied 4**

How thoroughly do you appear to understand your chosen topic? Did you read enough background information before attempting to answer your research question?

- 0- The essay demonstrates no real knowledge or understanding of the topic studied.
- 1- The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
- 2- The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.
- 3- The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
- 4- The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

**E. Reasoned Argument 4**

Did you write a logical, reasoned argument that backs up your research question? Does the argument build to a logical conclusion? If you used subheadings in your paper, make sure they are not breaking up the flow of the argument and leading to fragmentation. Some topics lend themselves to subheadings, some do not.

- 0- There is no attempt to develop a reasoned argument in relation to the research question.
- 1- There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.
- 2- There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.
- 3- Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.
- 4- Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

**F. Analysis and Evaluation 4**

Did you describe rather than analyze? Make sure you presented insight into your subject area and didn't just regurgitate facts. Don't rely on your sources to do all of the analysis, you need to engage personally with your topic and come up with your own analysis and evaluation.

- 0- The essay shows no application of appropriate analytical and evaluative skills.
- 1- The essay shows little application of appropriate analytical and evaluative skills.
- 2- The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.
- 3- The essay shows sound application of appropriate analytical and evaluative skills.
- 4- The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

**G. Use of Subject Language 4**

Did you use language in a fluent and eloquent way, including the specific language of your chosen subject?

- 0- The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
- 1- The language used sometimes communicates clearly, but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.
- 2- The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.
- 3- The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.
- 4- The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

**H. Conclusion 2**

Do not just repeat the points you made in your introduction or the body of the essay. Be sure to synthesis your findings. Do not resort to generalizations or clichés.

- 0- Little or no attempt is made to provide a conclusion that is relevant to the research question.
- 1- A conclusion is attempted that is relevant to the research question, but may not be entirely consistent with the evidence presented in the essay.
- 2- An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

**I. Formal Presentation 4**

Did you follow the citation guidelines and presentation guidelines? While IB World accepts papers in a wide variety of formats, they recommend each school chose exact guidelines for presentation and enforce them to help students score higher. This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation and appendices (if used).

- 0- The formal presentation is unacceptable, or the essay exceeds 4,000 words.
- 1- The formal presentation is poor.
- 2- The formal presentation is satisfactory.
- 3- The formal presentation is good.
- 4- The formal presentation is excellent.

**J. Abstract 2**

The abstract should clearly state the research question being investigated, the scope of the investigation, and the conclusion of the essay. The abstract can have a maximum of 300 words (with a word count at the bottom of the page), and it is highly recommended that your abstract fall in the 250-300 word range. Do NOT write it in the future tense as a form of introduction.

- 0- The abstract exceeds 300 words OR one or more of the required elements of an abstract (listed above) is missing
- 1- The abstract contains the elements listed above, but they are not all clearly stated.
- 2- The abstract clearly states all the elements listed above.

**K. Holistic Judgment 4**

Was your essay refreshing and interesting, or routine and boring? Did you obviously learn a lot from your choice of subject? Basically, this is the grader’s overall impression of your work. They will take into consideration your supervisor’s notes from the Viva Voce in this section. The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight.

- 0- The essay shows no evidence of such qualities.
- 1- The essay shows little evidence of such qualities.
- 2- The essay shows some evidence of such qualities.
- 3- The essay shows clear evidence of such qualities.
- 4- The essay shows considerable evidence of such qualities.

The number of points needed for each grade *varies slightly* depending upon your subject area and the year, but a general grade equivalent for the points are:  
29-36 = A  
23-28 = B  
16-22 = C  
8-15 = D

## Extended Essay SELF CHECK Rubric COMPLETE BEFORE VIVA VOCE MEETING

Grade:	E	D	C	B	A
Mark range:	0 – 7	8 - 15	16 – 22	23 - 28	29 - 36

The approximate grade boundaries used by IB are listed above. Please note that grade boundaries do vary per subject per year. The scores usually only vary by 1-2 points in each grade category.

### A – The Research Question (2 points possible)

- is clearly and precisely stated in the early part of the essay.
- is sharply focused and not a broad generalization.
- lends itself to a systematic investigation in my chosen subject area
- can be effectively dealt within the 4000 word limit of an extended essay.

### B – The Introduction includes (2 points possible)

- an indication of why the topic chosen is interesting, important, or worthy of study
- some background information and places the topic in an appropriate context
- whether the topic has been narrowed to a focus of more manageable proportions
- a clearly and precisely stated research question
- a clear concluding statement of the thesis and argument, i.e. the response to the research question that will subsequently be developed in the body of the essay

### C – Investigation shows that it is well planned because (4 points possible)

- I have included relevant materials, sources, data and evidence in my essay.
- I have not included irrelevant information in my essay.
- I have effectively analyzed the evidence/material/sources/data in my essay.

### D – Knowledge and understanding of topic studied (4 points possible)

- My essay demonstrates very good understanding of the topic studied
- My essay clearly locates the investigation in an academic context
- My evaluation of sources and/or data is appropriate and fully substantiated.
- I have, through the use of proper grammatical forms, clearly expressed my ideas.
- I have proof read my essay and have used proper essay formatting.

### E – Reasoned Argument (4 points possible)

- My essay is a convincing argument that addresses my research question.
- Ideas are presented clearly and in a logical and coherent manner

### F – Analytical & evaluative skills appropriate to the subject (4 points possible)

- My essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

### G – Use of language appropriate to the subject (4 points possible)

- Language used communicates clearly and precisely
- Terminology appropriate to the subject is used accurately

### H – Conclusion (2 points possible)

- My conclusion is effective and clearly stated
- I have written a conclusion that restates my question and is consistent with the argument and evidence presented in my essay.
- Where appropriate, I have included in my conclusion any new or unresolved questions that arose during my investigation.

### I – Formal Presentation (4 points possible)

- I have a title page clearly stating my research question, the subject of my extended essay, my name and candidate number.
- A table of contents is immediately after my abstract.
- Each page of my essay is correctly numbered and includes my candidate number in the header.
- I have accurately and consistently cited all my sources in an accepted format.
- I have included either a bibliography or a works cited page in an accepted format.

### J – Abstract (2 points possible)

- My abstract is within the 300-word limit.
- I have clearly stated my research question in my abstract.
- I have clearly stated how my investigation was undertaken in my abstract.
- My abstract contains the conclusion I reached in my essay.

### K – Holistic Judgement (4 points possible)

- My essay reflects my best effort.
- I have shown insight in my essay.
- I have demonstrated depth of understanding of my chosen subject and topic.
- I have demonstrated inventiveness and flair through my writing style.

# EE 1<sup>st</sup> DRAFT CHECKLIST

- 羊 Is the paper in 12 point Arial?
- 羊 Is the paper double spaced with 1" margins and the page number in the upper right corner?
- 羊 Does the essay have the following elements IN THIS ORDER? Title Page, Abstract, Table of Contents, Body of the Paper, Works Cited, Appendices (optional).
- 羊 Does the title page look like the sample title page on in your direction packet?
- 羊 Is the word count for the abstract listed at the bottom of the page?
- 羊 Does the abstract contain no more than 300 words?
- 羊 Does the abstract stand on its own? Can you read the abstract and understand what the paper was trying to convey through the central argument and organization?
- 羊 Did you refrain from writing in future tense in the abstract?
- 羊 Does an abstract immediately follow the title page?
- 羊 Does a table of contents immediately follow the abstract?
- 羊 Does the table of contents look like the sample table of contents in your direction packet?
- 羊 Do the page numbers on the table of contents match the pages in the actual paper?
- 羊 Does the paper use a consistent, standard citation style throughout? (Ideally, MLA format, but APA is fine.)
- 羊 Is there a sharply focused research question that is clearly stated on the title page and in the introduction?
- 羊 Does it fit the subject area it has been submitted to? REREAD the pages in the packet from IB World to be sure!
- 羊 Is it an interesting topic or at least an interesting take or twist on a familiar topic?
- 羊 Is it possible to answer the question effectively in a paper of 4,000 words or is the topic too broad?
- 羊 In the introduction, did you clearly state the research question, explain the significance of the topic and indicate why your research question was worth discussing?
- 羊 Were a variety of quality sources used?
- 羊 Did you follow a methodical course of investigation when answering your research question?
- 羊 Do you appear to thoroughly understand your chosen topic?
- 羊 Did you appear to read enough background information before attempting to answer your research question?
- 羊 Did you write a logical, reasoned argument that backs up your research question?
- 羊 Does the argument build to a logical conclusion?
- 羊 If you used subheadings in their paper, did you use them effectively and keep them from breaking up the flow of the argument or should they be removed?
- 羊 Did you describe when you should have been analyzing?
- 羊 Did you appear to present insight into your subject area (not just regurgitating facts)?
- 羊 Did you rely on your sources to do all of the analysis or did you engage personally with the topic and come up with your own analysis and evaluation?
- 羊 Did you use language in a fluent and eloquent way, including the specific language of your chosen subject?
- 羊 Does the conclusion refrain from just repeating the points made in the introduction or the body of the paper? Does it instead synthesis their findings?
- 羊 Do you refrain from resorting to generalizations or clichés in the conclusion?
- 羊 Did the essay go over 3,000 words but stay within the 4,000 word limit?
- 羊 Did you notice any plagiarism issues? LACK OF IN-TEXT CITATION OR WORKS CITED WOULD AUTOMATICALLY EARN YOU AN E FOR PLAGIARISM!
- 羊 Did you notice any grammar or spelling issues?

# VIVA VOCE (FINAL MEETING)

Viva Voce is a fancy name for an oral exam/ defense of a piece of writing. In the extended essay process, it is the final meeting between the supervising teacher and the student mentee.

## What is the goal of the Viva Voce?

The supervising teacher has to fill out a supervisor's report and declaration on the IB folder that holds the extended essay when it is sent to IB World. The purpose of the Viva Voce is to provide the supervising teacher with an opportunity to ask the students any questions they need to ask to be able to fill out the report. This report asks the supervising teacher to respond to the following:

*"Please comment, as appropriate, on the candidate's performance, the context in which the candidate undertook the research for the extended essay, any difficulties encountered and how they were overcome (see page 13 of the extended essay guide). The concluding interview (viva voce) may provide useful information. These comments can help the examiner award a level for criterion K (holistic judgment). Do not comment on any adverse personal circumstances that may have affected the candidate. If the amount of time spent with the candidate was zero, you must explain this, in particular how it was then possible to authenticate the essay as the candidate's own work."*

It also asks the supervising teacher to sign that they have read the final paper and to indicate how many hours they spent with the candidate discussing the progress of the extended essay (e-mails, texts, etc. can count in the hours).

## How does the student prepare for the Viva Voce?

If the student has completed an authentic research process, he or she should be prepared to answer questions about the paper, resources and process without any additional preparation. However, once the paper is in, we ask students to go back to [www.turnitin.com](http://www.turnitin.com) and complete a short reflection. We also strongly encourage students to predict their own grade using the rubric on the website so that they can discuss their possible score with their supervising teacher. **Most mentors will also want the student to bring a printed copy of the final essay to the meeting.**

## What questions does the mentor ask during the Viva Voce?

No essay should be authenticated if the supervisor believes it contains plagiarism, so mentors should ask questions that will help them be assured there is no plagiarism in the paper. In addition, the mentor should ask questions that will allow them to understand the student's process. Here are some questions the mentor may want to ask:

- On page XYZ you cite Z. Could you tell me more about this source? What did you learn from it?
- I am not clear what you mean on page XYZ. Could you explain it a little more?
- Which source did you find most helpful for your paper? Why?
- How did writing this paper cement your understanding of XYZ?
- Can you login to [turnitin.com](http://turnitin.com) so we can look at your originality report together?
- What grade do you think this paper will earn? Let's look at the rubric together.
- What have been the high and low points of the extended essay process for you?
- What were the most interesting aspects of the process?
- Did you discover anything that surprised you?
- What have you learned through writing this essay?
- Is there any advice you would want to pass on to someone just starting out on an extended essay?
- What do you think we should change about our school process?
- Is there anything else that you would particularly like me to mention in my report to IB World?

**Unless there are particular problems with academic honesty, the viva voce should be a positive experience. Completion of a major piece of work such as the extended essay is something for students to feel good about.**

# REFLECTIONS ON PLANNING AND PROGRESS



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Supervisor name	
Candidate name	

Reflections on planning and progress	Candidate comments (bulleted list or sentences- what you discussed, where are you in the process, what is your next step)	Date	Supervisor signature
First reflection session			
Interim reflection			

<b>Final reflection – viva voce</b>			
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**Supervisor's comments:**

**Candidate's declaration**

*This declaration must be signed by the candidate; otherwise a grade may not be issued.*

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit. This is the final version of my extended essay.

<b>Candidate's signature</b>	<b>Date</b>
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**Supervisor's declaration**

I have read the final version of the extended essay that will be submitted to the examiner. To the best of my knowledge, the extended essay is the authentic work of the candidate. I spent  hours with the candidate discussing the progress of the extended essay.

<b>Supervisor's signature</b>	<b>Date</b>
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# SCHS Extended Essay Contract



(Turn in to Mrs. Chance, the IB Coordinator, in the main office. You will not be assigned a supervisor until this form is turned in and you have filled out the electronic supervisor request on [www.SpruceCreekIB.weebly.com](http://www.SpruceCreekIB.weebly.com). If your choice of supervisor is already full by the time yours is turned in, you will be assigned a different supervisor.)

Name of Candidate \_\_\_\_\_

## As a student writing the extended essay...

### I understand that I have the right to:

- Have clear guidelines about the formal presentation of the EE and marking criteria from the EE coordinator
- Receive guidance and support during the research process from the EE coordinator and my mentor
- Receive subject specific advice from my mentor
- Receive verbal comments on my draft essay (but I also understand my mentor is NOT allowed to correct or edit my work or read through it more than once)

### I understand that I also have the responsibility to:

- Make and keep appointments with my mentor
- Work around my mentor's
- Work steadily throughout the period and keep to deadlines
- Consult my mentor or EE coordinator as soon as I realize I have a problem
- Check all grammar, punctuation, spelling etc (DON'T rely on the spellchecker)
- Avoid plagiarism and malpractice by utilizing appropriate citations
- Upload my paper to turnitin.com and check for citation errors before submission
- Spend about 40 hours in total on this work.

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will adhere to the regulations and guidelines and the deadlines prescribed in the contract. I also understand that a portion of my TOK and English grade(s) *may* reflect fulfillment of the expectations listed on the timeline. Students must complete the extended essay in order to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy and be registered for course exams. I understand that if the essay is turned in late (after November 1<sup>st</sup>), I will have to cover the late fees IB charges (currently \$33 per exam before January 1<sup>st</sup>, \$132 per exam after January 1<sup>st</sup>, but the actual amount is subject to change by IB World) in order to be registered for exams and be reinstated as an IB diploma candidate.

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

# SCHS EE PARENT Contract



(Turn in to Mrs. Chance in the IB Office.)

## As a parent of a student writing the extended essay I understand that:

- The IB Extended Essay is a requirement for an IB Diploma.
- The IB Extended Essay is intended to be an independent research project completed by the student. IB places limits on what and how any adults can help an IB candidate with their Extended Essay. Parents and other adults should be careful to not do extensive editing or revision of portions of their student's paper.
- The student has a mentor and an EE Coordinator they can use as resources, but the student is responsible for taking the initiative in getting help and understanding all requirements. If the student never contacts the mentor or meets deadlines, it is not the mentor's responsibility to chase him or her down.
- The student is expected to spend approximately 40 hours outside of school on this work.
- The student is expected to meet all deadlines in order to stay in good standing with IB.
- The student will need to consult academic works and may need to go to libraries or conduct fieldwork etc. on their own time.
- The student will be expected to complete the majority of the project over the summer.
- If the student fails to meet with his or her supervisor, the paper will not be submitted to IB World.

## Teacher Mentors Agree To:

- Be accessible for consultation on a scheduled basis
- Provide subject specific guidance
- Provide verbal feedback on 1 draft version of the essay
- Conduct scheduled meetings and a final interview (*Viva Voce*), but the student is responsible for initiating contact and asking for help.
- Spend approximately 3-5 hours total mentoring and evaluating the extended essay

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will offer my parental support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in the contract. I understand that students must complete the extended essay in order to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy and be registered for May exams. **I understand that if the essay is turned in late (after November 1<sup>st</sup>), I will have to cover the late fees IB charges (currently \$33 per exam before January 1<sup>st</sup>, \$132 per exam after January 1<sup>st</sup>, but the actual amount is subject to change by IB World) in order for my student to be registered for exams and be reinstated as an IB diploma candidate.** I understand that while all students are provided a teacher supervisor for support, the Extended Essay is ultimately an individual project on the part of the student and that failure to complete a quality Extended Essay can result in a failing condition for the IB diploma. I understand that the IB guide to ethical standards dictates that ANY plagiarism is malpractice and that the student will not receive an IB diploma if plagiarism is detected.

Date \_\_\_\_\_ Parent Signature \_\_\_\_\_