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 2018

Extended Essay Coordinator Nicole Close, nicole.close@ocps.net
IB Coordinator: Patricia Gløre, patricia.glore@ocps.net
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 | - of the topic chosen and the research question posed  
| - of subject specific terminology and/or concepts  
| - of relevant and/or appropriate research sources and/or methods used to gather information |
| Application and analysis | - To select and apply research that is relevant and appropriate to the research question.  
| - To analyze the research effectively and focus on the research question. |
| Synthesis and evaluation | - To be able to discuss the research in terms of a clear and coherent reasoned argument  
| - To be able to critically evaluate the arguments presented in the essay.  
| - To be able to reflect on and evaluate the research process. |
| A variety of (research) skills | - To be able to present information in an appropriate academic format.  
| - To understand and demonstrate academic integrity. |

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.
### Deadlines and Points

Please check your Managebac Calendar ([winterpark.mangebac.com](http://winterpark.mangebac.com)) for Deadlines  
**All points assessed will be part of your TOK Grade**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27th Introduction</td>
<td>Attend the introduction to the EE in the East Cafeteria at 8:00am. The meeting will be a general overview of the extended essay, the EE Guide and a research refresher.</td>
<td></td>
</tr>
<tr>
<td>March 28th &amp; 29th</td>
<td>Read this direction packet and decide on a general subject area for your essay.</td>
<td></td>
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<tr>
<td></td>
<td>- <strong>Proposals due:</strong> 2 topics proposed with subject area included. Fill out the <a href="#">Extended Essay Proposal Form</a> with your 1st and 2nd choices for subject, topic ideas and possible research questions.</td>
<td></td>
</tr>
<tr>
<td>April 3rd</td>
<td>You will be notified of your approved subject, topic and EE Supervisor through your English class. Make contact with your supervising teacher in person and find out when you will have your first meeting. <strong>YOUR EE SUPERVISOR IS NOT RESPONSIBLE FOR FINDING YOU!</strong> Make sure they have any information they need (e-mail, phone number, etc.) to contact you.</td>
<td></td>
</tr>
<tr>
<td>April 11th -13th</td>
<td>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!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What sparked your interest in this chosen subject area?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What background reading have you done?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have you thought about a provisional research question that is viable with the subject criteria?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What are the next steps in conducting your research?</td>
<td></td>
</tr>
<tr>
<td>April 24th - May 12th Research</td>
<td>You will need to do some research to help you narrow your general topic to a more specific research question or further your background reading if you have already a question in mind. You should explore databases and find possible sources in the media center.</td>
<td></td>
</tr>
<tr>
<td>May 15th- May 19th</td>
<td>Once you are ready with a research question, contact your supervisor via e-mail to discuss your proposed research question. They will help you consider:</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
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</tbody>
</table>
| Check In Session 2: Approval of Research Question | - If your research question is viable with the subject criteria  
- If you will be able to collect sufficient resources to effectively answer the research question  
- 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 |
| 20 Pts. | |
| May 22nd | Once your supervisor has approved your research question, Log into winterpark.managebac.com and complete your Extended Essay Proposal Form. Significant changes to the research question will need to be re-approved throughout the process. 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 managebac. |
| Research Question Due | 25 pts |

**May 15th- May 19th**

**Check In Session 2: Approval of Research Question**

20 Pts.

Once you are ready with a research question, contact your supervisor via e-mail to discuss your proposed research question. They will help you consider:

- If your research question is viable with the subject criteria
- If you will be able to collect sufficient resources to effectively answer the research question
- 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

**May 22nd**

**Research Question Due**

25 pts

Once your supervisor has approved your research question, Log into winterpark.managebac.com and complete your Extended Essay Proposal Form. Significant changes to the research question will need to be re-approved throughout the process. 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 managebac.
**Ongoing April 24th - May 31st**

**Gather Sources and Build Background Knowledge**

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 5 possible sources 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 rough outline for your paper. You may even move into beginning the rough draft of your paper.

*If you are doing an experiment based topic, use this time to set up your plan for your experiment and conduct the background research.

<table>
<thead>
<tr>
<th>May 22nd</th>
<th>Annotated Bibliography and Working Outline Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extra Credit</strong> 20 pts</td>
<td>Submit annotated bibliography and working outline (or early first draft with works cited) to Ms Close in room 261. Your annotated bibliography will contain:</td>
</tr>
<tr>
<td></td>
<td>• the full citation information in MLA format for 5 likely sources for your paper from databases and/or books</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• at the bottom of your annotated bibliography is your working outline for the body of the paper</td>
</tr>
<tr>
<td></td>
<td>The annotated bibliography will count as an extra credit grade. 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 22nd - May 31st</th>
<th>Supervisor Meeting an FIRST FORMAL REFLECTION SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflections are Mandatory!</strong></td>
<td>Meet with your supervisor to discuss your progress. This is your first reflection session and must be documented in the first reflection box on your planning and progress form found on winterpark.managebac.com. (Scroll to the next page to see example ManageBac page.) Give your EE Supervisor a copy of your 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. Some of the things you will discuss and reflect about at this meeting include:</td>
</tr>
<tr>
<td></td>
<td>• Have you developed a thorough working research question or does it still need some work?</td>
</tr>
<tr>
<td></td>
<td>• Are there any ethical issues in relation to the intended topic and proposed research methods?</td>
</tr>
<tr>
<td></td>
<td>• Do you have a good grounding in the relevant theories, methodologies or findings of the subject?</td>
</tr>
<tr>
<td></td>
<td>• Have you found scholarly, relevant sources?</td>
</tr>
<tr>
<td></td>
<td>• Do you have a good framework for your outline?</td>
</tr>
<tr>
<td></td>
<td>• Do you have a solid plan for how to tackle this over the summer?</td>
</tr>
</tbody>
</table>
You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

See Sample Reflections on IB Coversheet on pages 31-39

<table>
<thead>
<tr>
<th>Summer</th>
<th>Complete your entire rough draft including an abstract, table of contents and works cited. Know that any significant changes in your research question MUST be reapproved by your supervisor and Ms. Glore before you move forward.</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31st- August 15th</td>
<td><strong>Remember, supervisors are not required to be at your disposal all summer. Be sure that you ask your supervisor when and how to contact them over the summer.</strong></td>
</tr>
<tr>
<td>Check-In Session</td>
<td>While you are working on your paper, you are expected to periodically check 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!</td>
</tr>
</tbody>
</table>
| September 5th | Students must submit your COMPLETE 1st Draft.  
| 1st Draft Due | Make sure your essay is in the following order: title page, abstract,  
| Spring/Summer Points | table of contents, body of paper, works cited, appendix (if needed)  
| Entered As TOK Grade when Draft Turned in 140 Pts + 20 | • Turn in to Ms. Close (room 261) by 7:25 am.  
| Extra Pts possible, if all tasks completed. |  |
| September 5th - October 31st | Make an appointment to meet with your supervisor go over any suggested revisions and make sure that your EE is correctly formatted with research question, abstract and works cited page. |
| 25 Pts |  |
| November 3rd | Submit your COMPLETE revised 2nd draft: |
| 2nd Draft Due | 1 printed copy to Ms. Close by 7:25am  
| 25 Pts | 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. |
| September 5th - November 3rd | 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. 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! 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. Go to www.winterpark.managebac.com and Fill out the Interim Reflection on the Reflections on Planning and Progress log ask your supervisor to electronically initial it. |
| Supervisor Meeting: Feedback and Interim Reflection | 50 Pts |
| Reflections are Mandatory!! |  |
| November 3rd - January 8th | 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! |
| Revision |  |
| January 8th | FINAL EE DEADLINE January 8 at 7:25am! |
| 7:25am | 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 Ms. Close in the IB office Room 106. The electronic copy must be submitted on managebac (there will be directions for uploading on the website). You must have done both to have met the deadline. |
| 50 pts | Some supervising teachers may ask you to give them a second printed copy of your paper with changes you have made between the 2nd draft and the final draft highlighted. This can be turned in the next day without impacting whether you have met the deadline. |
| | If a final version of the essay has not been turned in by this deadline, the student will have Saturday School until the paper is completed and turned in. |
**SUPERVISOR MEETING: VIVA VOCE**

- **January 8th - January 22nd**
  - 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 *Reflections on Planning and Progress* log on ManageBac. Your supervisor will have a conversation with you where he or she asks you questions to determine:

  - What research skills and/or conceptual understanding have you acquired through the completion of the EE?
  - What other skills such as time management, decision-making or thinking skills have you learned?
  - What have you learned about the topic, the research process and your own learning and any new questions you have uncovered?
  - What do you think were successes in this process? What was the most rewarding aspect of the entire process?
  - How will this experience prepare you for future work of this nature?
  - What is the personal significance of the work you have done?

- **January 22nd**
  - Your Reflections Log should be **Complete**
  - Fall/Winter Points Entered As TOK Grade when Final Paper Turned and uploaded to ManageBac in 150 Pts possible if all tasks completed.

- Following the viva voce, complete your *Reflections on Planning and Progress* and let your Supervisor know when this has been completed so they can add their comments. The supervisor adds the final comment to authenticate the process by signing and dating.

  **Reflections are Mandatory!**
  Make sure you have all three reflections completed. Remember they are worth points and will appear on the cover sheet that is uploaded to IB along with your Extended Essay.
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 2016 there were 14,430 Essays: 21% A, 32% B, 34% C, 12% D, 2% 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 2016 there were 3,617 Essays: 20% A, 30% B, 34% C, 14% D, 1% 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)
Globally in 2016 37,301 Essays: 7.6% A, 20% B, 42% C, 27% D, 2% E

- **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.
- **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.

Group 4: Sciences

**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.

**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.

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Group 6: The Arts

**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.*

<table>
<thead>
<tr>
<th>Step</th>
<th>Question/Action</th>
</tr>
</thead>
</table>
| **Step 1. Choose your subject area** | *Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses?*
| **Step 2. Choose a topic that interests you** | *Describe your work in one sentence.*  
I want to learn about ______________________________________________________________.  
**Example:** I want to learn about public funding for the arts.
| **Step 3. Suggest a question** | *Try to describe your research by developing a question that specifies something about your topic.*  
I am studying __________________________________________ because I want to find out (who, what, when, where, whether, why or how) __________________________________________.  
**Direct question:** To what extent are the arts accessible to people who belong to the class of the working poor?  
**Include a command term from your subject area to help form the research question.**  
Will you be able to argue a specific position? What are some possible issues or arguments?
| **Step 4. Evaluate your question** | *Answer the questions:*  
Is there a range of perspectives on this topic?  
Does the research question allow for analysis, evaluation and the development of a reasoned argument?  
I am studying __________________________________________ because I want to find out __________________________________________ in order to understand (how, why or whether) __________________________________________.  
**Example:** 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.
| **Step 5. Restate your question using a different command term** | *Asking the question in a different way might help you view your topic in a different way.*  
How does analyzing ...  
**To what extent ...**
| **Step 6. Review with your supervisor** | *Is your supervisor able to understand the nature of your research?*  
**Is it clear to your supervisor how and why your topic is relevant in your subject area?**
| **Step 7. Reflection** | *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.*  
Do that here: __________________________________________

**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**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Content/theme(s)</td>
<td>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.</td>
</tr>
<tr>
<td>Author’s authority</td>
<td>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.</td>
</tr>
<tr>
<td>Purpose</td>
<td>To suggest novel ways of dealing with a major tropical agricultural disease through an integrated scientific approach.</td>
</tr>
</tbody>
</table>
| Usefulness                 | - Takes a balanced look at benefits and difficulties of using mathematical models to predict changes in complex ecological systems.  
                              - Considers the practical implications for the farmers who have to deal with the issues in the field.  
                              - Suggests scientifically considered interventions. |

**History Example**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Content/theme(s)</td>
<td>Genocide and how it can be avoided, especially in the case of the Bosnian civil war.</td>
</tr>
<tr>
<td>Author’s authority</td>
<td>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.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Collection of stories, accounts, articles of the Bosnian war.</td>
</tr>
<tr>
<td>Usefulness</td>
<td>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.</td>
</tr>
</tbody>
</table>
The Effects of Procrastination on the Achievement of IB Diplomas at Winter Park High School

Research Question: To what extent and how did procrastination impact extended essay scores at Winter Park High School (1985-2017)?

International Baccalaureate Extended Essay Area of Study: Psychology
May 2017
Winter Park High School

Word Count: 3700

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.*

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<td>Procrastination in the Early Stages</td>
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<tr>
<td>Late Stage Procrastination</td>
<td>10</td>
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<tr>
<td>Impact of Procrastination</td>
<td>15</td>
</tr>
<tr>
<td>Conclusion</td>
<td>18</td>
</tr>
<tr>
<td>Works Cited</td>
<td>19</td>
</tr>
</tbody>
</table>

(If you do not have subtopics actually in your paper, invent some descriptors for the Table of Contents that describe where your topic or argument changes.)

Number all pages starting with the title page and the header of your document.

**Note:** There is no page number on the Table of Contents.
BODY OF PAPER

Title of Your Paper

Begin your paper here. Do not put a page number on this page although this is the first page of your paper. Double space the entire paper. Be sure to write your research question in question form so the examiners can find it more quickly. The research question should appear on the first page of your paper.

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?
Do not number your bibliographic entries.

Do place a page number in the upper right-hand corner.

Make sure the first line of each entry starts at the left margin and every subsequent line is indented. Be sure a period appears at the end of every entry!!

LastName, FirstName. Title of Book. Place of publishing:

    Publisher, date.

LastName, FirstName. “Title of article.” Title of Publication or Magazine Volume Number. Issue Number (Date in Parenthesis): page numbers.

Title of Website. Date updated. Date accessed. <Web address in brackets>.

Include URL for ALL databases used.
# 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.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Informal essay (sometimes also called personal or familiar essay)</th>
<th>Formal essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s viewpoint</td>
<td>Usually uses first-person pronoun; directly addresses the reader.</td>
<td>Usually uses third-person pronoun.</td>
</tr>
<tr>
<td>Subject/content: Sources of evidence</td>
<td>Frequently drawn from life of the student and everyday events.</td>
<td>More commonly drawn from shared historical events or literature or other forms of knowledge.</td>
</tr>
<tr>
<td>Tone</td>
<td>Frequently more personal and subjective; may be ironic, amusing, thoughtful, angry or serious; conversational and casual.</td>
<td>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.</td>
</tr>
<tr>
<td>Structure</td>
<td>Appears to be more loosely structured.</td>
<td>Follows a structure that focuses on the development of one clear argument at a time to support a clearly stated thesis.</td>
</tr>
<tr>
<td>Location of the research purpose/question</td>
<td>May appear anywhere in the essay; may not be explicitly stated.</td>
<td>Stated explicitly, generally located in the first or second paragraph of the essay.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Everyday words; slang and colloquialisms; contractions; uses “you” and “I”.</td>
<td>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).</td>
</tr>
<tr>
<td>Purpose</td>
<td>Entertainment; gentle reflection.</td>
<td>Presentation of facts and ideas with critical evaluation, arguing a point and analyzing in detail.</td>
</tr>
</tbody>
</table>

## 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 **to move**, 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 *Death of a Naturalist* 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 behavior 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 phototaxic responses of three different species of fish that occupy different areas of an aquarium: danios (*Danio rerio*), which group near the surface of the water, black skirt tetra (*Gymnocorymbus ternetzi*), which swim in the middle of the tank, and kuhli loach (*Pangio kuhlii*), 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

<table>
<thead>
<tr>
<th>Do:</th>
<th>Don’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Make your writing clear and to the point.</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Try linking ideas with these expressions: in addition, nevertheless, on the other hand, by contrast, although, alternatively.</td>
<td>- Avoid using “And”, “But”, “Because” or “So” at the beginning of a sentence.</td>
</tr>
<tr>
<td>- Include some complex sentences in your writing.</td>
<td>- Keep exclamation marks to a minimum!!</td>
</tr>
<tr>
<td>- Try using semi-colons if you feel confident about using them correctly.</td>
<td>- Words like “nice” and “a lot” have no power. Try to think of more descriptive words, for example “delicious” or “endless”.</td>
</tr>
</tbody>
</table>
MLA Quick Guide

## Extended Essay Paper Format Basics

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 WPHS, we have chosen a modified version of MLA.</td>
</tr>
</tbody>
</table>

### Font

| 12 point Times New Roman or Arial |

### Line Spaces

| Double Spaced |

### Margins

| 1” Margins |

### Header Location

| 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. |

### What is in the Header?

| Candidate ID Number Page Number |

### Subheadings In Text

| 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. |

### Appendices

| 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

**When to cite in the text**

| 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. |

**How to cite in the text**

| *(Last name page number).* |

Use the last name and page in parenthesis at the end of the sentence (Smith 12).

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).

No page? Leave it out (Smith).

No author? Shortened title in quotes or italics depending upon how it appears in your reference page (“Title” 12) or *(Title 10).* Longer

**Incorporating longer quotes in your text**

| quote = 4 lines or longer Blocked (indented 2 tabs over) |
# End-of-Text Citation Basics

<table>
<thead>
<tr>
<th><strong>Reference List</strong></th>
<th><strong>MLA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference List Title</strong></td>
<td>At the END of the paper on its own page. All sources used for the paper MUST be listed. Listed alphabetically using the first word in each citation (usually the author’s last name).</td>
</tr>
<tr>
<td><strong>Author Names</strong></td>
<td>Titled “Works Cited”</td>
</tr>
<tr>
<td><strong>Multiple Authors</strong></td>
<td>Last name, first name (Doe, John)</td>
</tr>
<tr>
<td><strong>Indentation</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Resources for Creating Reference List</strong></td>
<td>Uses a hanging indent (first line not indented, subsequent lines are indented) for each source.</td>
</tr>
<tr>
<td><strong>Tips and Tricks</strong></td>
<td>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 <a href="http://www.EasyBib.com">www.EasyBib.com</a>. These resources do not help you if you don’t know what they are looking for!</td>
</tr>
</tbody>
</table>

## End-of-Text Citation Formulas

<table>
<thead>
<tr>
<th><strong>MLA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASIC BOOK BY ONE AUTHOR (A physical one you are holding in your hands.)</strong></td>
</tr>
<tr>
<td>Author’s Last Name, First Name Middle Initial (or Corporation Name if Appropriate). <strong>Complete Title of Book.</strong> Edition (if there is one). Place of Publication: Publishing Company, Year Published. Print.</td>
</tr>
<tr>
<td><strong>Chapter or Article in an ANTHOLOGY (a collection of works by different authors)</strong></td>
</tr>
<tr>
<td>Last name of the author of the work you are citing, first name. “Title of the Article.” <strong>Title of Book.</strong> Ed. Editor’s first and last name. Volume Number (if there is one). Place of Publication: Publisher, Year. Pages of work. Print.</td>
</tr>
<tr>
<td><strong>ON-LINE DATABASE Accessed MAGAZINE, JOURNAL or NEWSPAPER ARTICLE</strong></td>
</tr>
<tr>
<td>Author’s last name, first name. “Title of Article.” <strong>Name of Magazine/ Newspaper.</strong> Volume Number (Year of Publication): page(s). <strong>Name of Database.</strong> Name of Service. Web. Day Month Year of Access.</td>
</tr>
<tr>
<td><strong>WEBSITE</strong></td>
</tr>
<tr>
<td>Author’s last name, first name (or editor/compiler if given). “Title of Page.” <strong>Name of Site.</strong> Organization Responsible for Site, Day Month Year of Publication. Web. Day Month Year of access. &lt;url&gt;.</td>
</tr>
</tbody>
</table>

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

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Criterion A: Focus and Method
This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
</table>
| 5–6   | **The topic is communicated accurately and effectively.**  
  - Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.  
  **The research question is clearly stated and focused.**  
  - The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.  
  **Methodology of the research is complete.**  
  - An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.  
  - There is evidence of effective and informed selection of sources and/or methods. |
| 3–4   | **The topic is communicated.**  
  - Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.  
  **The research question is clearly stated but only partially focused.**  
  - The research question is clear but the discussion in the essay is only partially focused and connected to the research question.  
  **Methodology of the research is mostly complete.**  
  - Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.  
  - There is some evidence that their selection(s) was informed. |
| 1–2   | **The topic is communicated unclearly and incompletely.**  
  - Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.  
  **The research question is stated but not clearly expressed or too broad.**  
  - The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.  
  - The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.  
  **Methodology of the research is limited.**  
  - The source(s) and/or method(s) to be used are limited in range given the topic and research question.  
  - There is limited evidence that their selection was informed. |
| 0     | **The work does not reach a standard outlined by the descriptors below.** |
**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
</table>
| 5–6   | **Knowledge and understanding is excellent.**  
* The selection of source materials is clearly relevant and appropriate to the research question.  
* Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.  
**Use of terminology and concepts is good.**  
* The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |
| 3–4   | **Knowledge and understanding is good.**  
* The selection of source material is mostly relevant and appropriate to the research question.  
* Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.  
**Use of terminology and concepts is adequate.**  
* The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.  
* If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion. |
| 1–2   | **Knowledge and understanding is limited.**  
* The selection of source material has limited relevance and is only partially appropriate to the research question.  
* Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.  
**Use of terminology and concepts is unclear and limited.**  
* Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 0     | The work does not reach a standard outlined by the descriptors below. |

**Criterion C: Critical Thinking**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
</table>
| 10–12 | **The research is excellent.**  
* The research is appropriate to the research question and its application is consistently relevant.  
**Analysis is excellent.**  
* The research is analyzed 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.  
**Discussion/evaluation is excellent.** |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 7–9   | The research is good.  
|       | The majority of the research is appropriate and its application is clearly relevant to the research question.  
|       | Analysis is good.  
|       | 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.  
|       | Discussion/evaluation is good.  
|       | An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.  
|       | This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.  
|       | The research has been critically evaluated.  
| 4–6   | The research is adequate.  
|       | Some research presented is appropriate and its application is partially relevant to the Research question.  
|       | Analysis is adequate.  
|       | There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.  
|       | Any conclusions to individual points of analysis are only partially supported by the evidence.  
|       | Discussion/evaluation is adequate.  
|       | 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, and this is partially critical.  
| 1–3   | The research is limited.  
|       | The research presented is limited and its application is not clearly relevant to the RQ.  
|       | Analysis is limited.  
|       | Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.  
|       | Discussion/evaluation is limited.  
|       | An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.  
|       | The construction of an argument is unclear and/or incoherent in structure hindering understanding.  
|       | Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.  
|       | There is an attempt to evaluate the research, but this is superficial.  
|       | 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.  
| 0     | The work does not reach a standard outlined by the descriptors below.  

**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
</table>
| 3–4   | **Presentation is good.**  
- 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. |
| 1–2   | **Presentation is acceptable.**  
- 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. |
| 0     | The work does not reach a standard outlined by the descriptors below. |

**Criterion E: Engagement**

This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the Planning and Progress Form (PPF), with the mentor’s comments and extended essay itself as context.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
</table>
| 5–6   | **Engagement is excellent.**  
- Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process.  
- These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |
| 3–4   | **Engagement is good.**  
- Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.  
- These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| 1–2   | **Engagement is limited.**  
- Reflections on decision-making and planning are mostly descriptive.  
- These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| 0     | The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted. |
## EE Predicted Grades: Assessment Grade Descriptors

### Grade A
Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analyzed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. **Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.**

### Grade B
Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analyzed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. **Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.**

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

### Grade D
Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing. **Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.**

### Grade E (failing condition)
Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements. **Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.**
## Student Checklist – Extended Essay Assessment Criteria

<table>
<thead>
<tr>
<th>Criteria A: Focus and Method</th>
<th>Yes</th>
<th>No</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is accurately and effectively communicated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose and focus of research is clear and appropriate for topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research question is clearly stated and connected to the discussion in the essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A range of relevant sources supports the topic and the research question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology appropriate to the subject, topic, and research question has been utilized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria B: Knowledge and Understanding</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Selection of research sources are clearly relevant and appropriate to the subject(s), issue and research question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For World Studies: IB subjects are relevant to and appropriately used to address the issue.</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Use of subject(s) specific terminology and concepts are accurate, consistent and demonstrate knowledge and understanding of the subject(s), topic, and issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria C: Critical Thinking</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The research/evidence is multi-sourced, relevant to the research question and applied consistently throughout the essay; research has been critically evaluated</td>
<td></td>
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<tr>
<td>Analysis of research/evidence is effective and focused on supporting the research question</td>
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<tr>
<td>A well-reasoned argument based on appropriate research/evidence is presented</td>
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<td>12</td>
</tr>
<tr>
<td>Conclusions drawn from analyses are supported by research/evidence</td>
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<tr>
<td>The argument is well structured and coherent</td>
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<tr>
<td>Criteria D: Formal Presentation</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>The structure/format of the essay clearly conforms to:</td>
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</tr>
<tr>
<td>a. IBO guidelines for electronic uploading</td>
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<tr>
<td>b. Subject specific format/structure requirements</td>
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<tr>
<td>Criteria E: Engagement</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>My reflections clearly express my thinking/evaluation on my progress, problems and decisions throughout the essay</td>
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<tr>
<td>My reflections clearly demonstrate a high degree of intellectual and personal engagement with my topic</td>
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<td>6</td>
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</tbody>
</table>

Checklist Created by Sharon Vansickle, Educational Consultant, IB DP Workshop Leader
EE 1st DRAFT CHECKLIST

☐ Is the paper in 12 point Arial?
☐ Is the paper double spaced with 1" margins and the page number in the upper right corner?
☐ Does the essay have the following elements IN THIS ORDER? Title Page, Table of Contents, Body of the Paper, Works Cited, Appendices (optional).
☐ Does the title page look like the sample title page on in your direction packet?
☐ Does a table of contents immediately follow the title page?
☐ Does the table of contents look like the sample table of contents in your direction packet?
☐ Do the page numbers on the table of contents match the pages in the actual paper?
☐ Does the paper use a consistent, standard citation style throughout? (Ideally, MLA format, but APA is fine.)
☐ 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? REREAD the pages in the packet from IB World to be sure!
☐ 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 4,000 words or is the topic too broad?
☐ 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?
☐ Were a variety of quality sources used?
☐ Did you follow a methodical course of investigation when answering your research question?
☐ Do you appear to thoroughly understand your chosen topic?
☐ Did you appear to read enough background information before attempting to answer your research question?
☐ 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 their paper, did you use them effectively and keep them from breaking up the flow of the argument or should they be removed?
☐ Did you describe when you should have been analyzing?
☐ Did you appear to present insight into your subject area (not just regurgitating facts)?
☐ 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?
☐ Did you use language in a fluent and eloquent way, including the specific language of your chosen subject?
☐ 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?
☐ Do you refrain from resorting to generalizations or clichés in the conclusion?
☐ Did the essay go over 3,000 words but stay within the 4,000 word limit?
☐ Did you notice any plagiarism issues? LACK OF IN-TEXT CITATION OR WORKS CITED WOULD AUTOMATICALLY EARN YOU AN E FOR PLAGIARISM!
☐ 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 Managebac. 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. 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. Mentors will have a printed copy of the final essay or 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 along with papers being submitted to turnitin.com 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?
- 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**

<table>
<thead>
<tr>
<th>Supervisor name</th>
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<tbody>
<tr>
<td>Candidate session number</td>
<td>0</td>
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<td>School number</td>
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<td>School name</td>
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<tr>
<td>Examination session</td>
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**Candidate: From May 2018, please refer to the ‘Extended Essay Student Guide’ when completing this form.**

This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

**Supervisor:** You must have at least three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other sessions are permitted but do not need to be recorded on this sheet. After each session candidates must record their reflections and as the supervisor you must sign and date this form.

<table>
<thead>
<tr>
<th>Reflections on planning and progress</th>
<th>Candidate comments</th>
<th>Date</th>
<th>Supervisor signature</th>
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</thead>
<tbody>
<tr>
<td>First reflection session</td>
<td>I have always had a strong interest in the ‘Nature’ vs. ‘Nurture’ debate. Studying in the international school context, I am surrounded by many students that are growing up in an environment that is different to their genetic inheritance and I thought this would be an interesting topic to further research for my extended essay. This topic best sits in the subject group Psychology. My supervisor has advised that I narrow my research and suggested a few sources that may help me do this.</td>
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<tr>
<td>Interim reflection</td>
<td>After reading further on the topic I have decided to examine the origins of prejudice through the nature vs. nurture debate. In other words to question whether prejudice emanates from the individual or the social environment. My supervisor suggested I manage my time appropriately and I have made an outline of areas of research and a timeline of when I must complete actions by. Although, it was scary to see how much I have to do, it feels achievable when seeing it in my plan. I have handed over an initial draft to my supervisor for her comments.</td>
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<tr>
<td>Final reflection – viva voce</td>
<td>I am happy with the result of my extended essay. The final essay was a huge improvement from my initial draft and I think this was because towards the end of the process I became very comfortable with the subject matter. I would have liked to explore this topic further and examine moderating strategies for prejudice reduction but that was beyond the scope of this essay. I feel like I have learned so much during the process of researching and writing this essay. I have a better understanding of the concept of prejudice from both a personal and societal view. In addition, I understand my own studying characteristics and what areas work well for me and what areas need improvement.</td>
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</table>
Supervisor's comments:

The student was able to successfully transform a primarily descriptive draft to a well thought out, persuasive essay.

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.

| Candidate's signature | Date |

Supervisor's declaration

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

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.
**Reflections on Planning and Progress**

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<td>Examination session (May or November)</td>
<td>Year</td>
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<td>First reflection session</td>
<td>In many of my courses we have discussed the role that media play in conveying information, and how many people learn about current events from newspapers and TV news. I think this would be an interesting topic to research in my essay, and I'm also thinking of studying journalism in the future. After talking to my supervisor, I know that I need to focus on something more concrete. My plan is to choose a certain event in history, and then look at how the media was involved.</td>
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<tr>
<td>Interim reflection</td>
<td>I discovered that the American media was very heavily involved in the Vietnam War between 1955 and 1975. And this was the first time that the US media was not censored in the same ways as in the Second World War or the Korean War. I have already found multiple sources and have been writing down ideas in my research portfolio. I have also found some pictures which I can use in my essay to discuss how the media reported on the events with regards to the photos. I’m still trying to narrow down my topic though, because I haven’t been able to formulate a proper research question.</td>
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<tr>
<td>Final reflection – viva voce</td>
<td>I narrowed down my research down in the end, to looking at how the US media reporting of the Vietnam War was out of context and how this influenced the American public. I found lots of sources that discuss the issue, and it is very interesting to see how the media really took some events completely out of context and the American public was left with a wrong image of what really took place. I learned that it’s important to be critical when reading the news, because there can be multiple sides to one story, so you cannot always trust that the news story is completely true. I’m very happy that I was able to finish my essay, because it was a lot of hard work. I learned a lot about the topic, and also how to write academic essays. I understand now that it is important to have a clearly defined focus for the essay, because 4000 words is not so long in the end to cover a huge topic.</td>
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**Supervisor’s comments:**

X had considerable difficulty knowing how to focus his research. He wanted to cover media involvement in the Vietnam War and eventually narrowed his investigation down to look at how media misreported the war and failed to give the American public an objective picture of events in South-East Asia. I enjoyed discussing the idea with X and consider it a very original perspective to take on a much covered topic.

---

**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.

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**Supervisor’s declaration**

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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.

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Reflections on planning and progress

First reflection session

Because I want to study English literature in university, I decided that my extended essay should definitely be a literary analysis. I thought about possible books to analyse, and landed on Mark Haddon’s The Curious Incident of the Dog in the Night-time. I really like this book, and it’s a little different to most novels because the main character has Asperger’s syndrome, and the book is basically a book that he “writes”, so the narrative is quite unusual. I still need to decide what exactly I should analyse, and my supervisor gave me a few ideas to look into.
| Interim reflection | I looked into various possibilities to analyse the text in my essay, but it's quite difficult to find kind of hidden meanings and interpret this specific text because of the way it is written. But one thing that is clearly evident in the text is the condition of Christopher who has Asperger’s syndrome. So what I am planning to do is to write about aspects of the condition that limit Christopher, but also about aspects that are assets to him.

I've done a lot of research on autism and Asperger’s syndrome, and I will use this to help my analysis. I've collected a lot of information so far, but I'm not yet sure how to use all of it to support my essay. My supervisor advised that I have a look at other academic essays and see how they are written and what they are meant to look like. I think this is a good idea because it's very helpful for me to see concrete examples. I'm also going to look at the assessment criteria to help me understand the requirements of the essay. |
| Final reflection – viva voce | I'm very satisfied about my essay and the way I managed the process. The topic was very interesting and I learned about autism and Asperger’s syndrome, so I now have a better understanding of how the mind of people with these conditions works.

I had some issues with regards to organising my sources and all the information, which led me to miss one deadline that my supervisor set for me. I realised that already from the beginning I should have kept better track of my readings and better record references that support my argument. This definitely influenced my time management as well. |
Supervisor’s comments:

X has worked hard along the whole process of writing her extended essay. She did a lot of research but as she could not find that much literary analysis on Mark Haddon’s The Curious Incident of the Dog in the Night-time she started looking for information on autism and more specifically on Asperger’s Syndrome. The main problem she encountered was the organization of all the information she had to support her analysis. She nearly always complied with the deadlines and she always followed my guidelines.

Candidate’s declaration

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Date

Supervisor’s declaration

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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.
WPHS Extended Essay Contract

Turn this form to Ms. Close in room 261 on April 3, 2017. You will not be assigned a supervisor until this form is turned in. Once you have turned in your proposal (via the google form) and this contract, the EE Committee will review your proposal requests and assign one of your proposals as your EE (generally your first choice and assign an EE supervisor to work with you.

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 EE supervisor
- Receive subject specific advice from my EE supervisor
- Receive verbal comments on my draft essay (but I also understand my EE supervisor 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 EE supervisor
- Work around my EE supervisor’s schedule
- Work steadily throughout the period and keep to deadlines
- Consult my EE supervisor 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
- 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 the Extended Essay is part of the IB Curriculum and as such a portion of my TOK grade(s) will reflect fulfillment of the expectations listed on the time-line. Students must complete the extended essay in order to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy.

Student Signature _________________________________________________
Parent Signature ___________________________________________________