

# MORGAN COUNTY HIGH SCHOOL

<http://morganib.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 2019

Extended Essay Coordinator/Teacher Librarian: Mrs. Lisa Adams, [lisa.adams@morgan.k12.ga.us](mailto:lisa.adams@morgan.k12.ga.us)

**\*\*\*Get Reminders for Extended Essay - for Class of 2019 text @h73ce6 to the number 81010 or for push notifications, go to [rmd.at/h73ce6](http://rmd.at/h73ce6) on your smartphone browser. Please go to the Directions link on the MCHS IB EE website for a link to the official IB EE site.**

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 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				

*\*note: 3 points are equivalent to the points earned for a weaker class.*

*\*note: 24 total points are required to earn the IB Diploma.*

# DEADLINES

**\*\*\*Get Reminders for Extended Essay - for Class of 2019 text @h73ce6 to the number 81010** or for push notifications, go to **rmd.at/h73ce6** on your smartphone browser.

<b>March 12<sup>th</sup> Introduction</b>	Attend the introduction to the EE with Mrs. Adams (your class will come to the Media Center). She will go over the directions and help you narrow down a possible subject area and supervisor.
<b>March 19<sup>th</sup> -29<sup>th</sup> Directions &amp; Supervisor Request</b>	<ol style="list-style-type: none"> <li>1. Read this direction packet and decide upon a general subject area for your essay. Determine possible supervisors in that subject area.</li> <li>2. Read the subject area directions for the subject you are interested in on the shared IB Class of 2019 folder on Google Drive (Apply online for access on the MCHS EE website) from the IB shared folder and/ or IB Extended Essay website – <b>there is a link to it on the MCHS EE Website under DIRECTIONS.</b></li> <li>3. Read the sample EEs in your chosen subject area from the IB shared folder and/ or IB Extended Essay website.</li> <li>4. Choose and contact the <b>Supervisor of your choice*</b>, then go to the EE website, click on <b>FORMS and complete the Supervisor Selection Form</b> (make sure he or she has agreed to supervise you before you complete the form!) *the number of students that each Supervisor (AKA: Mentor) can handle are limited – the first to ask will be the first to get the Supervisor of their choice.</li> </ol>
<b>March 29<sup>th</sup> - 30<sup>th</sup> Contact Your Chosen Supervisor</b>	Make contact with your supervising teacher <b>in person</b> 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.  <b>You will receive a grade (York) for meeting with your supervisor March 29<sup>th</sup>-30<sup>th</sup>.</b>
<b>March 30<sup>th</sup>-April 6<sup>th</sup> Check-In Session 1: Initial Ideas</b>	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! Download the Reflection <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> <b>You will receive a grade (York) for attending Check-In Session 1 with your supervisor March 30<sup>th</sup>-April 6<sup>th</sup>.</b>

<b>April 5th Research</b>	<p>You will be brought to the Media Center during one of your classes (TBD) 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>
<b>April 9<sup>th</sup>- 13<sup>th</sup> Check-In Session 2:  Approval of Research Question</b>	<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><i>* See page 11 of this guide for the <b>Forming a Research Question worksheet</b> (you may be required to turn this in)</i></p> <p><b>You will receive a grade (York) for turning in your Research Question by April 13<sup>th</sup></b></p>
<b>Research Question Due April 13<sup>th</sup>!</b>	<p>Once your supervisor has approved your research question, <b>enter it into the Research Question Form on <a href="http://morganib.weebly.com/">http://morganib.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.</b></p>
<b>April 14<sup>th</sup>- May 13<sup>th</sup> Gather Sources and Build Background Knowledge</b>	<p><b>READ! RESEARCH! BUILD BACKGROUND KNOWLEDGE! FIND SOURCES!</b> This is your time to do all of the legwork for the paper. 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. Figure out what each section of your paper will be like – list your sections. You may even move into beginning the rough draft of your paper.</p> <p><i>*If you are doing an experiment based topic, use this time to set up your plan for your experiment and conduct the background research</i></p>
<b>May 14<sup>th</sup> Working Outline Due w/Source list</b>	<p>Submit working outline and source list (at least 5 possible sources) to your supervising teacher.</p> <p><b>You will receive a grade (York) for turning in a list of 5 possible sources and a rough outline listing the sections of your paper by May 14<sup>th</sup>.</b></p>

<p><b>May 14<sup>th</sup>–25<sup>th</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 (also online at <a href="http://morganib.weebly.com/">http://morganib.weebly.com/</a>)</b>. Give them the copy of the 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>You will receive a grade for your First Reflection Session – send a transcript (York).</b></p>
<p><b>June 7 (Thursday) or June 8 (Friday)</b>  <b>12pm-4pm</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 even complete the draft in these two days!</p>
<p><b>Summer</b></p>	<p><b>Complete your entire rough draft including 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. Adams before you move forward.</p>
<p><b>May 25<sup>th</sup> – July 30<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 17<sup>th</sup></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:</p> <p style="text-align: center;"><b>Class ID – 17679969      Join Password – eisgreat</b></p> <p><b>Late uploads will not have the benefit of receiving peer feedback.</b> Make sure your essay is in ONE FILE in the following order: title page, table of contents, body of paper, works cited, appendix (if needed)</p> <p><b>You will receive a TEST grade for your First Draft – drafts must be uploaded to Turnitin.com by the deadline!</b></p>

<p><b>August 18<sup>th</sup>-31<sup>st</sup></b></p>	<p>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 2 assigned reviews.</b> This will be an excellent source of feedback for you before you turn your paper in to your supervisor.</p> <p><b>You will receive a grade for completing 2 peer reviews (Hamilton).</b></p>
<p><b>Sept 4<sup>th</sup> - Sept 14<sup>th</sup></b></p>	<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> <p><b>You will receive a grade for reflecting on peer feedback (Hamilton)</b></p>
<p><b>September 21<sup>st</sup></b></p>	<p>Submit your COMPLETE revised 2<sup>nd</sup> draft:</p> <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 3:00 pm</li> </ul> <p>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.</p> <p><b>You will receive a grade for submitting your 2<sup>nd</sup> Draft (Hamilton)</b></p>
<p><b>September 22<sup>nd</sup>-30<sup>th</sup></b> Supervisor Meeting: <b>Feedback and Interim Reflection</b></p>	<p>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.</p>
<p><b>October 1<sup>st</sup>- November 30<sup>th</sup></b> Revision</p>	<p>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 the stronger your score is, the more points you earn, so make sure you revise as needed!</p>
<p><b>December 3<sup>rd</sup> 3:00 pm</b></p>	<p><b>FINAL EE DEADLINE DECEMBER 3<sup>rd</sup>!</b></p> <p>Students must turn in one final printed copy and one electronic copy of the paper before 3pm! The printed copy is turned in to Mrs. Hamilton. The electronic copy must be submitted to the FINAL DRAFT assignment on turnitin.com by 3:00 pm. 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><b>You will receive a grade for submitting your Final Draft (Hamilton)</b></p>



<p><b>December 4<sup>th</sup> - December 20<sup>th</sup></b>  <b>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. Hamilton. 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></b>  <b>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. Hamilton along with your predicted grade.</p>
<p><b>February/March</b>  <b>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 an IB class.

## Interdisciplinary: World Studies

### Environmental Systems and Societies

**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. Your World Studies EE must include two different subject areas (which you must state) and fit into one of the following categories: conflict, peace and security; culture, language and identity; environmental and/or economic sustainability; equality and inequality; health and development; science, technology and society.

## 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

**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)/Classical Languages

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

**Classical Greek or Latin:** For those undertaking a classical Greek or Latin EE, the focus is on demonstrating an understanding of a relevant or significant aspect of the language, literature and civilization of ancient Greece or Rome.

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

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

**Philosophy:** An EE in philosophy provides students with an opportunity to undertake a philosophical investigation into a topic of special interest.

## Group 4: Sciences

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

**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

**Mathematics:** An extended essay in mathematics may be written on any topic that has a mathematical focus and need

- The applicability of mathematics to solve both real and abstract problems
- The beauty of mathematics—e.g. geometry or fractal theory
- The elegance of mathematics in the proving of theorems—e.g. number theory
- The history of mathematics: the origin and subsequent development of a branch of mathematics over a period of time, measured in tens, hundreds or thousands of years
- The effect of technology on mathematics
- Forging links between different branches of mathematics.

## Group 6: The Arts

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

**Dance:** 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:** *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 3,700 words, so **3,700 words is your minimum.** The **word count does NOT include** the 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**

**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.

<b>Step 1.</b> Choose your subject area	<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>
<b>Step 2.</b> Choose a topic that interests you	<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.
<b>Step 3.</b> Suggest a question	<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?
<b>Step 4.</b> Evaluate your question	<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.
<b>Step 5.</b> Restate your question using a different command term	<i>Asking the question in a different way might help you view your topic in a different way.</i> How does <i>analyzing</i> ... To what extent ...
<b>Step 6.</b> Review with your supervisor	<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>
<b>Step 7.</b> Reflection	<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: _____

**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.**

# 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 Morgan County High School

Research Question: To what extent and how did procrastination  
impact extended essay scores at Morgan County High School (2013-2017)?

International Baccalaureate Extended Essay  
Area of Study: Psychology  
May 2017  
Morgan County High School

Word Count: 3900

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Number all pages starting with the title page.

# 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 mom 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 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 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>

# MCHS MLA and APA Quick Guide

<http://morganib.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 MCHS, 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 you 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>	<p><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></p>	
<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> OR 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

34 points possible- 28 points for the essay, 6 points for the reflection

## Criterion A: Focus and Method

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

Level	Descriptor of strands and indicators
5–6	<p><b>The topic is communicated accurately and effectively.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.</li> </ul> <p><b>The research question is clearly stated and focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.</li> </ul> <p><b>Methodology of the research is complete.</b></p> <ul style="list-style-type: none"> <li>• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li>• There is evidence of effective and informed selection of sources and/or methods.</li> </ul>
3–4	<p><b>The topic is communicated.</b></p> <ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused.</b></p> <ul style="list-style-type: none"> <li>• The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p><b>Methodology of the research is mostly complete.</b></p> <ul style="list-style-type: none"> <li>• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>• There is some evidence that their selection(s) was informed.</li> </ul> <p><b>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.</b></p>
1–2	<p><b>The topic is communicated unclearly and incompletely.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>The research question is stated but not clearly expressed or too broad.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Methodology of the research is limited.</b></p> <ul style="list-style-type: none"> <li>• The source(s) and/or method(s) to be used are limited in range given the topic and research question.</li> <li>• There is limited evidence that their selection was informed.</li> </ul>
0	<p><b>The work does not reach a standard outlined by the descriptors below.</b></p>

## Criterion B: Knowledge and Understanding

This criterion assesses the extent to which the **research relates to the subject area/discipline used to explore the research question**, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this **knowledge and understanding is demonstrated through the use of appropriate terminology and concepts**.

Level	Descriptor of strands and indicators
5–6	<p><b>Knowledge and understanding is excellent.</b></p> <ul style="list-style-type: none"> <li>The selection of source materials is clearly relevant and appropriate to the research question.</li> <li>Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</li> </ul> <p><b>Use of terminology and concepts is good.</b></p> <ul style="list-style-type: none"> <li>The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</li> </ul>
3–4	<p><b>Knowledge and understanding is good.</b></p> <ul style="list-style-type: none"> <li>The selection of source material is mostly relevant and appropriate to the research question.</li> <li>Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.</li> </ul> <p><b>Use of terminology and concepts is adequate.</b></p> <ul style="list-style-type: none"> <li>The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</li> </ul> <p><b>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.</b></p>
1–2	<p><b>Knowledge and understanding is limited.</b></p> <ul style="list-style-type: none"> <li>The selection of source material has limited relevance and is only partially appropriate to the research question.</li> <li>Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</li> </ul> <p><b>Use of terminology and concepts is unclear and limited.</b></p> <ul style="list-style-type: none"> <li>Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</li> </ul>
0	<b>The work does not reach a standard outlined by the descriptors below.</b>

## Criterion C: Critical Thinking

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

Level	Descriptor of strands and indicators
10–12	<p><b>The research is excellent.</b></p> <ul style="list-style-type: none"> <li>The research is appropriate to the research question and its application is consistently relevant.</li> </ul> <p><b>Analysis is excellent.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Conclusions to individual points of analysis are effectively supported by the evidence.</li> </ul> <p><b>Discussion/evaluation is excellent.</b></p>



	<ul style="list-style-type: none"> <li>• An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</li> <li>• 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.</li> <li>• The research has been critically evaluated.</li> </ul>
7–9	<p><b>The research is good.</b></p> <ul style="list-style-type: none"> <li>• The majority of the research is appropriate and its application is clearly relevant to the research question.</li> </ul> <p><b>Analysis is good.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.</li> </ul> <p><b>Discussion/evaluation is good.</b></p> <ul style="list-style-type: none"> <li>• An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.</li> <li>• This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument.</li> <li>• The research has been evaluated, and this is partially critical.</li> </ul>
4–6	<p><b>The research is adequate.</b></p> <ul style="list-style-type: none"> <li>• Some research presented is appropriate and its application is partially relevant to the Research question.</li> </ul> <p><b>Analysis is adequate.</b></p> <ul style="list-style-type: none"> <li>• There is analysis <b>but</b> this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.</li> <li>• Any conclusions to individual points of analysis are only partially supported by the evidence.</li> </ul> <p><b>Discussion/evaluation is adequate.</b></p> <ul style="list-style-type: none"> <li>• An argument explains the research <b>but</b> the reasoning contains inconsistencies.</li> <li>• The argument may lack clarity and coherence but this does not significantly hinder understanding.</li> <li>• Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.</li> <li>• The research has been evaluated but not critically.</li> </ul>
1–3	<p><b>The research is limited.</b></p> <ul style="list-style-type: none"> <li>• The research presented is limited and its application is not clearly relevant to the RQ.</li> </ul> <p><b>Analysis is limited.</b></p> <ul style="list-style-type: none"> <li>• Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</li> </ul> <p><b>Discussion/evaluation is limited.</b></p> <ul style="list-style-type: none"> <li>• An argument is outlined <b>but</b> this is limited, incomplete, descriptive or narrative in nature.</li> <li>• The construction of an argument is unclear and/or incoherent in structure hindering understanding.</li> <li>• Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.</li> <li>• There is an attempt to evaluate the research, but this is superficial.</li> </ul> <p><b>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.</b></p>
0	<p><b>The work does not reach a standard outlined by the descriptors below.</b></p>

## Criterion D: Presentation

This criterion assesses the extent to which the **presentation follows the standard format** expected for academic writing and the extent to which this aids **effective communication**.

Level	Descriptor of strands and indicators
3–4	<p><b>Presentation is good.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Layout considerations are present and applied correctly.</li> <li>The structure and layout support the reading, understanding and evaluation of the extended essay.</li> </ul>
1–2	<p><b>Presentation is acceptable.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Some layout considerations may be missing or applied incorrectly.</li> <li>Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</li> </ul>
0	<b>The work does not reach a standard outlined by the descriptors below.</b>

## 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.

Level	Descriptor of strands and indicators
5–6	<p><b>Engagement is excellent.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
3–4	<p><b>Engagement is good.</b></p> <ul style="list-style-type: none"> <li>Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</li> <li>These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</li> </ul>
1–2	<p><b>Engagement is limited.</b></p> <ul style="list-style-type: none"> <li>Reflections on decision-making and planning are mostly descriptive.</li> <li>These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</li> </ul>
0	<b>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</b>

## 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

<b>Criteria A: Focus and Method</b>	<b>Yes</b>	<b>No</b>	<b>Point Value</b>
Topic is accurately and effectively communicated			<b>6</b>
Purpose and focus of research is clear and appropriate for topic			
Research question is clearly stated and connected to the discussion in the essay			
A range of relevant sources supports the topic and the research question			
Methodology appropriate to the subject, topic, and research question has been utilized			
<b>Criteria B: Knowledge and Understanding</b>	<b>Yes</b>	<b>No</b>	
Selection of research sources are clearly relevant and appropriate to the subject(s), issue and research question			<b>6</b>
<b>For World Studies:</b> IB subjects are relevant to and appropriately used to address the issue.			
Use of subject(s) specific terminology and concepts are accurate, consistent and demonstrate knowledge and understanding of the subject(s), topic, and issue			
<b>Criteria C: Critical Thinking</b>	<b>Yes</b>	<b>No</b>	
The research/evidence is multi-sourced, relevant to the research question and applied consistently throughout the essay; research has been critically evaluated			<b>12</b>
Analysis of research/evidence is effective and focused on supporting the research question			
A well-reasoned argument based on appropriate research/evidence is presented			
Conclusions drawn from analyses are supported by research/evidence			
The argument is well structured and coherent			
<b>Criteria D: Formal Presentation</b>	<b>Yes</b>	<b>No</b>	
The structure/format of the essay clearly conforms to:			<b>4</b>
a. IBO guidelines for electronic uploading			
b. Subject specific format/structure requirements			
<b>Criteria E: Engagement</b>	<b>Yes</b>	<b>No</b>	
My reflections clearly express my thinking/evaluation on my progress, problems and decisions throughout the essay			<b>6</b>
My reflections clearly demonstrate a high degree of intellectual and personal engagement with my topic			

Checklist Created by Sharon Vansickle, Educational Consultant, IB DP Workshop Leader

# EE 1<sup>st</sup> 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 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.**

## **Acknowledgements:**

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Thank you to Mrs. Lisa Hamilton for her collaboration on this document.

Lisa Adams, Media Specialist  
Morgan County High School

## Reflection Planning Form

Go to <http://morganib.weebly.com/directions.html>

and download an editable .pdf  
of this form

**THIS FORM MUST BE SUBMITTED  
WITH YOUR EXTENDED ESSAY**

# Reflection Space

(also available online at <http://morganib.weebly.com/directions.html>)

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their reflections.

# MCHS Extended Essay Contract

(Turn in to Mrs. Hamilton)

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 schedule
- 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. 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.

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

# MCHS EE PARENT Contract

## 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 supervisor/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 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\_\_\_\_\_