



**Mission Viejo High School**  
Home of the Diablos



**IB World School**

Every IB Diploma candidate must submit an extended essay. This is a 3,500-4,000 word piece of research on a topic you care about or find interesting. It will acquaint you with independent research and writing skills used at your future university or college. You are expected to spend approximately 40 hours in total on the extended essay. On the basis of your extended essay, in conjunction with TOK, you will be awarded a possible maximum of three points which count towards your final diploma score. You will find a matrix that explains this in the IB Extended Essay Guide.

There are six required elements of the final work to be submitted. More details about each element are given in the [“Presentation”](#) section on the EE Guide web site. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

Your extended essay is marked externally against a formal assessment criteria or rubric. There is one set of criteria for all Extended Essays, but the criteria are judged by experts in each subject area. Sample papers can be found here: <https://bit.ly/2kW9qec>. To help you with this essay, you will need to have a teacher advisor from the appropriate subject area. The advisor will be responsible for providing you with assistance and direction. You should be aware that teachers supervise a maximum of three extended essays and hence, in certain subjects, you may find that your supervisor is not your first choice. MVHS students may check materials out from the UCI library. Please see Mr. Krucli for the required paperwork.

You are recommended to pick a subject that you are studying, though this is not required. You will be required to meet with your advisor multiple times as you draft and revise the extended essay. You may meet either at tutorial or at the advisor’s convenience, but

remember that it is your responsibility to arrange meeting times and submit essay drafts for feedback. Before you turn in your final draft, you will perform a formal interview, called a Viva Voce, with your advisor. You must also complete a [three step reflection process](#) that will be assessed as part of your essay grade. You will be required to upload your extended essays on IBIS if you are a full diploma candidate.

Both you and the IB coordinator or supervisor will verify the authenticity of the work and submit it for assessment.

**Per the EE Guide:**

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn.



**Word counts**

The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count.

 Included in the word count	 Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	The Reflections on planning and progress form

## **Presentation:**

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is **required**:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

The extended essay should be saved as an acceptable file type:

- DOC
- DOCX
- PDF
- RTF
  
- The extended essay should be saved in an acceptable file size of no more than 10MB, which still allows for high- quality images.
  
- All diagrams, maps and tables, must be digitally produced where possible to prevent excessive file sizes when included as part of the essay.

## **Title page**

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

### **AN IMPORTANT NOTE:**

Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

## **The title**

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should **not** be phrased as a research question.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr Faustus</i> ?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

### **Contents page**

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

### **Introduction**

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

### **Body of the essay (research, analysis, discussion and evaluation)**

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the

argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

## **Conclusion**

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

## **Bibliographies, references and citations**

See: <https://goo.gl/M6oRyd>

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. Producing accurate citations, referencing and a bibliography is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves and it shows the student's understanding of the importance of the sources used.

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

## **What is a bibliography?**

A bibliography 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 bibliography should list only those sources cited.

There are a number of different documentation styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor should help the student decide on a style for the particular subject of the essay. It is important to remember that, whatever style is chosen, it must be applied consistently. When choosing the documentation style, the student needs to have a clear understanding

of how it is to be used before embarking on the research task. The documentation style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

### **Major documentation styles**

The following are examples of acceptable documentation styles.

- American Psychological Association (APA)
- Chicago/Turabian
- Council of Biology Editors (CBE)
- Modern Language Association (MLA)
- Harvard

**What is a reference?** (see <https://goo.gl/eavU5J>)

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, e-mails, Internet sites and interviews.

Internet references should include the title of the extract used as well as the web site address, the date it was accessed and, if possible, the author. Caution should be exercised with information on web sites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.

### **What is a citation?**

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular documentation style that has been chosen. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

### **Academic honesty**

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the **precise** sources of

quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the [minimum requirements](#).

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student's understanding of the importance of the sources used.

**Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.**

### **Illustrations**

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

### **Appendices**

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

## Footnotes and endnotes

Footnotes and endnotes are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

## Reflections

Reflection session	Description
The first reflection session	<p>Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues.</p> <p>In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
The interim reflection session	<p>As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor.</p> <p>At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered and the strategies used to overcome them.</p>
The final reflection session— <i>viva voce</i>	<p>During the <i>viva voce</i>, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</p>



## Extended Essay Calendar:

May 2018: Introduction to EE: Inquiry Question due, outline, and reflections

September 2018: EE Review and 1<sup>st</sup> 10 pages due, meeting with Supervisors mandatory

October 2017: Completed draft due, meetings with Supervisors mandatory

November 2017: Final draft of EE to ManageBac due; final reflections due

## Assessment: General (not subject specific) Rubric

### Criterion A: Focus and method

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

Level	Descriptor of strands and indicators
0	<b>The work does not reach a standard outlined by the descriptors below.</b>
1–2	<b>The topic is communicated unclearly and incompletely.</b> <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> <b>The research question is stated but not clearly expressed or too broad.</b> <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> <b>Methodology of the research is limited.</b> <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>

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>
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>

## **Criterion B: Knowledge and understanding**

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

Level	Descriptor of strands and indicators
0	<p><b>The work does not reach a standard outlined by the descriptors below.</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>
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>
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>

## Criterion C: Critical thinking

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

Level	Descriptor of strands and indicators
0	<b>The work does not reach a standard outlined by the descriptors below.</b>
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>• There is limited analysis.</li><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>
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></ul>

	<ul style="list-style-type: none"><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>
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>
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 analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.</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>

## Criterion D: Presentation

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

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

## 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 [RPPF](#), with the supervisory comments and extended essay itself as context.

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

## Extended Essay Subject Areas

- |  |                     |
|--|---------------------|
| 1. English Language and Literature     | 12. Mathematics     |
| 2. Biology                             | 13. Music           |
| 3. Chemistry                           | 14. Philosophy      |
| 4. Computer Science                    | 15. Physics         |
| 5. Dance                               | 16. Global Politics |
| 6. Design Technologies                 | 17. Psychology      |
| 7. Economics                           | 18. Theatre         |
| 8. Environmental Systems and Societies | 19. Visual Arts     |
| 9. Film                                | 20. World Studies   |
| 10. Geography                          |                     |
| 11. History                            |                     |

**\*\*IB Students may only choose a subject area they are enrolled in, or have a great amount of background in (i.e. dance, college level study of film, etc).**

## Terminology

Primary Source – a writer or researcher communicating directly with you through their books, interviews, research papers, etc.

Secondary Source – reports by a writer about research or results that comes from others

## b. Criteria for an Effective Extended Essay Research Question

- The research question is clearly and precisely stated
- The research question appears early in the essay
- The research question is sharply focused
- The question demands evaluation and requires reasoned judgment
- The question is worded so as to limit the background knowledge required to adequately and meaningfully address the question and allows for effective treatment in the 4,000 word limit
- The question is personally meaningful to students
- The question is clearly connected to an academic discipline recognized in the extended essay guide
- The question promotes open-ended systematic investigation
- The research question lends itself to a research protocol which is utilized by experts in the discipline to consolidate and extend knowledge



## Tips on Note Taking

- Keep track of all sources by writing the author, title, publication information, journal name, etc. of the source before adding your notes on that source.
- Distinguish between author's facts and his/her opinions.
- Distinguish between direct quotation and a summary of the writer's material.
- Distinguish between what you take from the source and comments that you make on your own.
- You do not need to read everything, but never read anything without writing something.

## The diploma points matrix

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				

Performance in both the extended essay and theory of knowledge of an **elementary** standard is a failing condition for the award of the diploma.

\* For IB Full Diploma Candidates: You must attain a D or higher on the EE and TOK essay to earn a diploma. An "E" grade in either the extended essay or theory of knowledge is an automatic failure. A "B + C" combination results in 2 additional points. An A + E combination results in zero points and a failing condition.

## Plagiarism

- ❖ Plagiarism will result in a Zero for the assignment and a failed diploma.
- ❖ If your supervisor discovers evidence of plagiarism the essay will not be submitted for assessment. The essay will be given a mark of N which is a failing condition of the IB diploma.

- ❖ If the examiner discovers evidence of plagiarism the essay will be given a mark of N which is a failing condition of the IB diploma.

**Definition: Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.**

The following is from *Writing Tutorial Services, Indiana University, Bloomington, IN*  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### **How Can Students Avoid Plagiarism?**

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrase of another person's spoken or written words.

### **How to Recognize Unacceptable and Acceptable Paraphrases**

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

### **What makes this passage plagiarism?**

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

## **If you do either or both of these things, you are plagiarizing.**

**NOTE:** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

### **Here's an ACCEPTABLE paraphrase:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

### **Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

### **Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

### **Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

## **Plagiarism and the World Wide Web**

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

### **Strategies for Avoiding Plagiarism**

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

### **Terms You Need to Know (or What is Common Knowledge?)**

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Name \_\_\_\_\_

Group \_\_\_\_\_

## Extended Essay/Senior Thesis Inquiry Question

Before you begin research for your essay, you need to identify your subject and develop an inquiry question that will guide you through the process. **As you begin research, you may modify your inquiry question, but you should not change your subject.** Please note that you should not yet have an answer to your question—remain open minded as you complete your research!

Sample Inquiry Questions:

**To what extent did yellow journalism contribute to political decision to start the Spanish-American War?**

**What levels of psychological arousal are most effective for players in team sports?**

**Are commercially available antibacterial cleaning agents effective at controlling the growth of *E. coli* on nutrient agar under laboratory conditions?**

**In what ways do the male authors of *Anna Karenina* and *Madame Bovary* seek to render their heroines sympathetic to the reader? How far do they succeed?**

**To what extent do the films *Chinatown* (1974), *Blood Simple* (1984) and *Pulp Fiction* (1994) qualify as film noirs?**

**Is it politically possible for the US government to win the drugs war? An investigation into the pressures and constraints on government institutions and agencies, within the framework of relevant political theories.**

**“What are the role and the significance of dance in *Pride and Prejudice* and *Emma*?”**

**Extended Essay Subject:** \_\_\_\_\_

**Inquiry Question:**

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# Extended Essay Advisor Request Form 2018-2019

Student \_\_\_\_\_

Group \_\_\_\_\_

Subject Area \_\_\_\_\_

\_\_\_\_\_ IB \_\_\_\_\_ Humanities

## **Inquiry Question:**

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Statement: I am willing to act as an advisor for this student's extended essay. I will give advice on **research** and **organization**, but am not responsible for correct grammar or spelling. I am willing to use ManageBac to digitally sign off student reflections and meetings.

Advisor's Name: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_

## **Sample Inquiry Questions:**

**How and why have explanations of the Cuban missile crisis changed since 1962?**

**To what extent were Hitler's educational aims fulfilled in the Uhland Gymnasium, 1937–1939?**

**What levels of psychological arousal are most effective for players in team sports?**

**Are commercially available antibacterial cleaning agents effective at controlling the growth of *E. coli* on nutrient agar under laboratory conditions?**

**How is the subject of death treated in selected poems by Emily Brontë and Emily Dickinson?**

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

**How can findings from psychological research on perception differences between Asians and Americans be applied to website design?**

**From the major inputs and outputs of the school canteen, what overall estimate of its environmental impact can be made in terms of an ecological footprint?**