

DeLand High School

<https://delandib.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

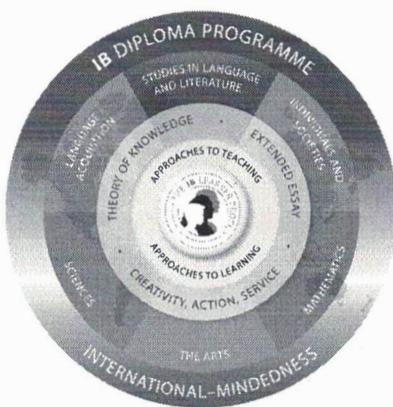
Class of 2020

Extended Essay Coordinator: Ms. Lindsay Brinkmann, labrinkm@volusia.k12.fl.us

Text @ee2020ib to the phone number **81010** to receive texts about EE deadlines!

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. It is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects. This is normally one of your six chosen subjects. It is intended to promote academic research and writing skills, providing you with an opportunity to engage in personal research in a topic of your own choice. This leads to a major piece of formally presented, structured writing and reflection on the process. *Basically, the extended essay is an independent, self-directed formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.*

Assessment Objectives

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

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

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

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.** You **MUST** have taken the IB subject area in order to complete an EE in that area of study. Your EE mentor **MUST** currently be teaching or has taught in that subject area.

Group 1: Studies in Language and Literature (English)

Category 1 –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.

Group 2: Language Acquisition (Spanish, French and German)

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

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

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

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

Group 3: Individuals and Societies (Social Sciences)

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.

Group 4: Sciences

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

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

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

Group 6: The Arts

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 3,000 words, so **think of 3,000 words as 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

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.

| | |
|---|--|
| Step 1. 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> |
| Step 2. Choose a topic that interests you | <i>Describe your work in one sentence.</i> I want to learn about _____. Example: I want to learn about public funding for the arts. |
| Step 3. 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) _____. Example: 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. Direct question: To what extent are the arts accessible to people who belong to the class of the working poor? Include a command term from your subject area to help form the research question. Will you be able to argue a specific position? What are some possible issues or arguments? |
| Step 4. Evaluate your question | <i>Answer the questions: Is there a range of perspectives on this topic? Does the research question allow for analysis, evaluation and the development of a reasoned argument?</i> I am studying _____ because I want to find out _____ in order to understand (how, why or whether) _____. Example: I am studying public funding for the arts because I want to find out how accessible the arts are to the working poor so I can determine whether tax dollars support cultural enrichment for all citizens regardless of their socio-economic status. |
| Step 5. Restate your question using a different command term | <i>Asking the question in a different way might help you view your topic in a different way. How does analyzing ... To what extent ...</i> |
| Step 6. Review with your supervisor | <i>Is your supervisor able to understand the nature of your research? Is it clear to your supervisor how and why your topic is relevant in your subject area?</i> |
| Step 7. 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.

THE ANNOTATED BIBLIOGRAPHY

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

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

How to compile an annotated bibliography

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

Biology Example

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

History Example

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

SAMPLE TITLE PAGE

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

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

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

International Baccalaureate Extended Essay
Area of Study: Psychology

Word Count: 3700

SAMPLE TABLE OF CONTENTS

Table of Contents

| | |
|---|----|
| Introduction | 4 |
| Procrastination in the Early Stages | 5 |
| Late Stage Procrastination | 10 |
| Impact of Procrastination | 15 |
| Conclusion | 18 |
| Works Cited | 19 |

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 to move , thereby reaching out to audiences who wouldn't normally believe in protest, let alone speak out in public. Thus, the music becomes a vehicle for words of protest that can and indeed have changed the world. My own experience with dancing hip-hop at a relatively advanced and skilled level fueled my desire to research this topic in more depth. |

Biology Example

| | |
|-----|---|
| NO | Biology has always been a passion of mine. Ever since I was searching for frogspawn in my grandparent's pond as a four-year-old and annoying my mum with a battery of jam jars on the window sill in which I was trying to raise tadpoles I have been fascinated with observing nature in detail. Even in English, reading <i>Death of a Naturalist</i> by Seamus Heaney, I found myself thinking up an experiment to do with dragonflies and bluebottles. I have a fish tank at home with three different sorts of fish. I've noticed that they all respond differently when I feed them. I'm wondering what else is different in their behaviour so, in this extended essay, I'm going to find out how they react to light. |
| YES | This extended essay is focused on investigating the phototoxic 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 toxic 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"> • Make your writing clear and to the point. • Try linking ideas with these expressions: in addition, nevertheless, on the other hand, by contrast, although, alternatively. • Include some complex sentences in your writing. • Try using semi-colons if you feel confident about using them correctly. | <ul style="list-style-type: none"> • 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. • Avoid using "And", "But", "Because" or "So" at the beginning of a sentence. • Keep exclamation marks to a minimum!!! • Words like "nice" and "a lot" have no power. Try to think of more descriptive words, for example "delicious" or "endless". |



MLA and APA Quick Guide

Extended Essay Paper Format Basics

| | MLA | APA |
|-----------------------------------|---|-----|
| When do I use MLA vs. APA? | You will use either MLA or APA citations for your EE. The decision of which citation format to use is based on the subject area of your EE. Extended Essays that DO NOT have citations for their evidence will be flagged by IB and will run for academic integrity; this could result in the loss of your diploma. | |
| Font | 12 point Times New Roman or Arial | |
| Line Spaces | Double Spaced | |
| Margins | 1" Margins | |
| Subheadings In Text | You can use subheadings if you need to, but they are not required in the rubric. If you do use subheadings, be sure that they do not resemble IA subheadings and that they enhance the flow of your essay, not detract from the flow. | |
| Appendices | The grader is not required to read the appendices and they should not contain anything essential to the understanding of your paper, but they can be included at the end if needed. | |

Parenthetical Citation/ In-Text Citations

| | MLA | APA |
|---|---|---|
| When to cite in the text | Each time you use information from a source (whether a direct quote or something you have put into your own words), you must cite it in the body of the paper at the end of the sentence before the period. If you have several sentences with information from the same source in a row, you can cite when shift sources and/or start a new paragraph. If you use a quote, you must cite the source at the end of the quote. | |
| How to cite in the text | (Last name page number). Use the last name and page in parenthesis at the end of the sentence (Smith 12). If your reference the author's name in the actual text, use just the page number in parenthesis at the end of the sentence (12). No page? Leave it out (Smith). No author? Shortened title in quotes or italics depending upon how it appears in your reference page ("Title" 12) or (<i>Title</i> 10). | (Last name, year of publication). Author's last name, comma, and the year the material was published (Smith, 2010). 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. |
| Incorporating longer quotes in your text | 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 |
|---------------------------------------|--|--|
| Reference List | At the END of the paper on its own page. All sources used for the paper MUST be listed. Listed alphabetically using the first word in each citation (usually the author's last name). | |
| Reference List Title | Titled "Works Cited" | Titled "References" |
| Author Names | Last name, first name (Doe, John) | Last name, first initial (Doe, J.) |
| Multiple Authors | 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. |
| Indentation | Uses a hanging indent (first line not indented, subsequent lines are indented) for each source. | |
| Resources for Creating Reference List | 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! | |
| Tips and Tricks | <ul style="list-style-type: none"> If you have the essence of how to cite down, you won't be guilty of plagiarism. n.p. = no publisher, n.pag. = no pages given, n.d. = no publication date Need to cite something not listed or need examples? Google it or visit the Purdue Online Writing Lab! | |

End-of-Text Citation Formulas

| | MLA | APA |
|---|--|---|
| BASIC BOOK BY ONE AUTHOR (A physical one you are holding in your hands.) | 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</i> : Capital letter also for subtitle. Location City, Location State Abbreviation: Publisher. |
| Chapter or Article in an ANTHOLOGY (a collection of works by different authors) | 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</i> : Capital letter also for subtitle (Edition ed., pp. pages). Location City, Location State Abbreviation: Publisher. |
| ON-LINE DATABASE Accessed MAGAZINE, JOURNAL or NEWSPAPER ARTICLE | 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 http://xxxxx OR doi:xxxxx if applicable |
| WEBSITE | 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>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none">Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none">The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none">An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.There is evidence of effective and informed selection of sources and/or methods. |
| 3–4 | <p>The topic is communicated.</p> <ul style="list-style-type: none">Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none">The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none">Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p> |
| 1–2 | <p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none">Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none">The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none">The source(s) and/or method(s) to be used are limited in range given the topic and research question.There is limited evidence that their selection was informed. |
| 0 | <p>The work does not reach a standard outlined by the descriptors below.</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>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none">The selection of source materials is clearly relevant and appropriate to the research question.Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none">The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |
| 3–4 | <p>Knowledge and understanding is good.</p> <ul style="list-style-type: none">The selection of source material is mostly relevant and appropriate to the research question.Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none">The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p> |
| 1–2 | <p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none">The selection of source material has limited relevance and is only partially appropriate to the research question.Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none">Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 0 | <p>The work does not reach a standard outlined by the descriptors below.</p> |

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>The research is excellent.</p> <ul style="list-style-type: none">The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none">The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> |

| | |
|-----|---|
| | <ul style="list-style-type: none"> An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. The research has been critically evaluated. |
| 7–9 | <p>The research is good.</p> <ul style="list-style-type: none"> The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. The research has been evaluated, and this is partially critical. |
| 4–6 | <p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically. |
| 1–3 | <p>The research is limited.</p> <ul style="list-style-type: none"> The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p> |
| 0 | The work does not reach a standard outlined by the descriptors below. |

Criterion D: Presentation

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

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

Criterion E: Engagement

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

| Level | Descriptor of strands and indicators |
|-------|---|
| 5–6 | Engagement is excellent. <ul style="list-style-type: none">Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process.These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |
| 3–4 | Engagement is good. <ul style="list-style-type: none">Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| 1–2 | Engagement is limited. <ul style="list-style-type: none">Reflections on decision-making and planning are mostly descriptive.These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| 0 | The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted. |

EE Predicted Grades: Assessment Grade Descriptors

Grade A 34-27

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 26-21

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 20-14

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 13-7

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) 6-0

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

| Criteria A: Focus and Method | Yes | No | Point Value |
|---|-----|----|-------------|
| Topic is accurately and effectively communicated | | | 6 |
| 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 | | | |
| Criteria B: Knowledge and Understanding | Yes | No | |
| Selection of research sources are clearly relevant and appropriate to the subject(s), issue and research question | | | 6 |
| For World Studies: 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 | | | |
| Criteria C: Critical Thinking | Yes | No | 12 |
| The research/evidence is multi-sourced, relevant to the research question and applied consistently throughout the essay; research has been critically evaluated | | | |
| 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 | | | |
| Criteria D: Formal Presentation | Yes | No | 4 |
| The structure/format of the essay clearly conforms to: | | | |
| a. IBO guidelines for electronic uploading | | | |
| b. Subject specific format/structure requirements | | | |
| Criteria E: Engagement | Yes | No | 6 |
| My reflections clearly express my thinking/evaluation on my progress, problems and decisions throughout the essay | | | |
| 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

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 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 so we can look at your originality report together?
- What grade do you think this paper will earn? Let's look at the rubric together.
- What have been the high and low points of the extended essay process for you?
- What were the most interesting aspects of the process?
- Did you discover anything that surprised you?
- What have you learned through writing this essay?
- Is there any advice you would want to pass on to someone just starting out on an extended essay?
- What do you think we should change about our school process?
- Is there anything else that you would particularly like me to mention in my report to IB World?

Unless there are particular problems with academic honesty, the viva voce should be a positive experience.

Completion of a major piece of work such as the extended essay is something for students to feel good about.

REFLECTIONS ON PLANNING AND PROGRESS



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

6 POINTS ON THE RUBRIC

This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. **The three reflections combined must amount to no more than 500 words.**

IB Diploma Class of 2019 (Grade 12)

Overview Plans CAS Extended Essay Messages Calendar Files Members

← | .

Worksheet Researcher's Reflection Space Assessment Planning and Progress Form



Add Item

Extended Essay Documents

There are no documents to show at this time.

Add Document

Notes & Interviews

Lindsay Brinkmann Saturday, April 21, 2018 at 8:41 AM

IB Diploma Class of 2019 (Grade 12)

Overview Plans CAS Extended Essay Messages Calendar Files Members

← | .

Worksheet Researcher's Reflection Space Assessment Planning and Progress Form

Candidate's comments ⓘ

First Reflection session

Date April 18, 2018

Lock reflection

Interim Reflection

Date September 20, 2018

Lock reflection