



Diploma Programme

Stony Point High School
IB Diploma Programme
Extended Essay Guide



Revised: November 2020

SPHS Extended Essay Guide

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<p>February 14</p>	<p>Extended Essay Overview Assignment: Generate 2-3 topic ideas and bring or have access to either a hard copy or online planner. Due Date: February 15</p>
<p>February 27-28</p>	<p>Research Session Bring your two topic ideas to TOK class. Students will learn about accessing databases and identifying scholarly journals and texts. Assignment: Topic Feasibility Study Due Date: March 13</p>
<p>March 13</p>	<p>Submit your topic feasibility study & topic choice to our Google Classroom. <i>Failure to submit a topic may result in loss of financial assistance for MAY 2020 exams and will delay assignment of your EE supervisor.</i></p>
<p>March 27</p>	<p>Topic supervisors will be identified. Students notified of EE topic supervisor. Assignment: Writing the Research Question Complete EE Supervisor Contract (Passed out in TOK/ History Class) Return to Ms. Elliot by March 22</p>
<p>April 3</p>	<p>Create a timeline for your research and writing process. Schedule meetings with EE supervisor. Send invitations in Google Calendar Focus on Writing/Strengthening the Research Question</p>
<p>April 3 – April 17</p>	<p>Individual research question meetings scheduled with Ms. Elliot. Bring your most refined version of your research question.</p>
<p>April 17 – May 1</p>	<p>First appointment with your EE supervisor. Be ready to discuss your research question and methodology.</p>
<p>May 1</p>	<p>Annotated Bibliography Assigned Workshop: Locating and Evaluating Sources Due: August 26, 2019</p>



Stony Point High School
Fall 2021
Tentative Extended Essay Checkpoints

August 31	Annotated Bibliography Due
October 5	EE Evidence Outline Due to EE Supervisor and Google Classroom Students will schedule next meeting w/ supervisor. Complete entry one in your Planning and Progress Form .
October 25	EE Seminar/Research Presentation Event
October 16 – November 1	Students must schedule a meeting with EE Supervisor to discuss progress between November 9th and December 1st. Take your Planning and Progress form and complete the interim reflection.
November 9	CAS & EE Progress Check -- <i>Failure to complete the EE is an automatic disqualifier for the IB Diploma. Earning an E on the EE is also an automatic disqualifier. Students must have submitted a full body draft of the EE to their supervisor to register as a DIPLOMA candidate for MAY 2020. Students must also be in good standing in terms of CAS completion. Failure to complete CAS is also a disqualifier for the IB Diploma.</i>
November 16	½ Draft Due (minimum 2000 words) to EE Supervisor and Google Classroom
December 7	Full Draft Due to EE Supervisor and Google Classroom. Use time between now and Viva Voce to revise according to discussions with EE Supervisor.
December 9 – January 15	Students will schedule Viva Voce (Final Interview) by January 11, 2020 Use time remaining after Viva Voce to polish and edit.
January 19	Final EE Draft due for scoring
January 25	Planning and Progress Form due

Extended Essay Guide
EXTENDED ESSAY SUPERVISION
Selecting a Faculty Supervisor



As part of the Extended Essay process, all SPHS IB students will be paired with an SPHS faculty member with experience in or a general knowledge of each student's selected subject area. Students are encouraged to select a teacher with whom they enjoy working. The supervisor plays an important role in helping students to plan and undertake their research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their research. This is done through the supervision process, including the three mandatory reflection sessions and the completion of the *Reflections on Planning and Progress Form*.

Due to the individual and time intensive nature of the EE supervision process, when possible, each EE supervisor shall supervise no more than four extended essays per year. **All EE supervisors are expected to:**

EE Supervisor Duties

1. Spend between three to five hours with each student (over the course of a year).
2. Undertake three mandatory reflection sessions with each student they are supervising
3. Sign and date each reflection summarized on the *Reflections on planning and Progress form* and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. A blank or unsubmitted RPPF will score a 0 for criterion E.
4. Provide students with advice and guidance in the skills of undertaking research
5. Encourage and support students throughout the research and writing of the extended essay
6. Discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
7. Be familiar with the [regulations](#) governing the extended essay and the assessment criteria, and gives copies of these to students
8. Monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
9. Read and comment on one draft only of the extended essay (but do **not** edit the draft); this should take place after the [interim reflection session](#), but before the [final reflection session](#), the *viva voce*
10. Ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
11. Read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

The following are NOT duties of the EE Supervisor

1. Give students a subject or topic.
2. Give students a research question.
3. Line edit work.
4. Remind students of deadlines.
5. Chase students down if they miss deadlines.

To ensure that all students understand the role of the supervisor and their own responsibilities in working with the supervisor, each student is required to submit the **Extended Essay STUDENT/SUPERVISOR CONTRACT**. This contract can be found on page 7 of the SPHS Extended Essay Guide.



Student Name

EE Supervisor Name

Subject Supervisor Duties

1. Spend between three to five hours with each student (over the course of a year).
2. Undertake three mandatory reflection sessions with each student they are supervising
3. Sign and date each reflection summarized on the *Reflections on Planning and Progress form* and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated
4. Provide students with advice and guidance in the skills of undertaking research
5. Encourage and support students throughout the research and writing of the extended essay
6. Discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
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10. Ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
11. Read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

The following are NOT duties of the Subject Supervisor

1. Give students a subject or topic.
2. Give students a research question.
3. Line edit work.
4. Remind students of deadlines.
5. Chase students down if they miss deadlines.

I hereby agree to utilize my advisor as described above. I will honor this relationship by:

- € Making appointments when necessary.
- € Arriving for all appointments on time.
- € Arriving for all appointments prepared with questions and/or dilemmas.
- € Working to my potential.
- € Recognizing the Extended Essay is my responsibility.

Student Signature

Date

I hereby agree to serve as your advisor for the Extended Essay and fulfill my duties as described above.

EE Supervisor Signature

Date

Extended Essay Guide

Overview

The Extended Essay (EE) is a required paper of 4,000 words that all IB Diploma candidates must complete in order to be eligible for the Diploma. Students begin to identify their Research Question and subject field in Spring of their Junior Year. Research begins during the summer, intensifies during the Fall, and is due in January of their Senior Year. IB students may choose any academic topic within the areas of study they have pursued in IB on which to write their EE. Students should avoid doing an EE in a field of study they have not previously studied in IB, as they are unlikely to know the foundational terms and concepts. If students choose to write an interdisciplinary essay, one of the relevant fields must be one on which they have taken an IB course.

Generally, with a little modification, most topics can find a home in one of these fields (taking an academic slant), and students are thus encouraged to use their imaginations in choosing a topic that they personally find interesting. The key is to identify one's academic passion . . . it becomes one's academic calling card . . . it's prominently displayed on one's résumé. . . it's perfect (self-advertising) material to discuss at college interviews.

The maximum word limit for the EE is 4,000. The EE is designed to be a research-driven paper, meaning that hard evidence must be used to back up a student's thesis, not merely his or her own personal opinions.

All students are also required to obtain a SPHS Supervisor for their EE, who will assist students to improve the quality and accuracy of their essays. These monthly meetings between IB candidates and Faculty Supervisors have been critical to the overall success of EE's at Stony Point. The Supervisors' time, energy, and expertise act as a "handing off the baton" to the next generation of scholars in the field. Faculty who volunteer for this additional interaction as Subject Supervisor cannot be valued or thanked enough in the EE process.

EE Bonus Matrix: Scores in TOK are paired with EE scores to allow a Bonus Matrix of up to +3 points toward the IB Diploma's 24 accumulated point system. And, many colleges have significant perks for extending past the requisite 24 diploma points. Since the Extended Essay reflects a student's personal academic passion, this project is an opportunity to exhibit a genuine "product" from one's 12 years of exemplary education, beyond the transcript or class rank. For many, this is the highlight of their high school experience.

Student Responsibilities

It is required that students:

- ✓ choose a topic that fits into one of the subjects on the approved extended essay list.
- ✓ observe the regulations relating to the extended essay.
- ✓ meet deadlines.
- ✓ acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- develop a [Researcher's reflection space](#) as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

Examiners' Advice to Students—Recommended: Things to do!

Examiners' reports frequently emphasize the following positive steps.

Before starting work on the extended essay, students should:

- read the assessment criteria
- read previous essays to identify strengths and possible pitfalls
- spend time working out the research question (imagine the finished essay)
- work out a structure for the essay.

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice
- record sources as they go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that can be answered if there is a problem with the topic
- use the appropriate language for the subject
- let their interest and enthusiasm show.

After completing the essay, students should:

- check and proofread the final version carefully.

Examiner’s Advice to Students—Recommended: Things to Avoid

Examiners’ reports also mention these things to be avoided at all costs.

Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students should not:

- o forget to analyze the research question.
- o ignore the assessment criteria.
- o collect material that is irrelevant to the research question.
- o use the internet uncritically.
- o plagiarize.
- o merely describe or report (evidence must be used to support the argument).
- o repeat the introduction in the conclusion.
- o cite sources that are not used.

Additional Advice:

The more background a student has in the subject, the better the chance he or she has of writing a good extended essay. Choosing to write the extended essay in a subject that is not being studied as part of the Diploma Programme often leads to lower marks.

Researching and Writing the Extended Essay

The Research Process

When researching the extended essay, students should do the following:

1. Choose the approved Diploma Programme subject for the extended essay.
2. Read the assessment criteria and the relevant subject guidance. (See www.stonypointib.com)
3. Set up the Researcher’s Reflection Space and use this as the key planning and reflection tool for the extended essay process.
4. Choose a topic and undertake some background reading on it.
5. Form a preliminary research question. Try to incorporate an IB command term into it, if possible.
6. Draw up and outline plan for the research process. This should include a timeline.
7. Begin to identify how and where they will gather source material for their research.
8. Identify which system of academic referencing they will use, appropriate to the subject.

9. Set deadlines for themselves that will allow them to meet the school's requirements.
10. Plan a structure (outline headings) for the essay. This may change as the investigation develops but it is useful to have a sense of direction.
11. Undertake some preparatory reading. If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.
12. Carry out the investigation. The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the investigation that undermines what they thought had been established earlier on. If that happens, the investigation plan needs to be revised.

Developing a research question

All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.

A research question is a **clear and focused** question centred on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of "all about" essay that an unfocused research question can lead to.

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

Five steps to developing a research question

1. Choose a subject and topic that is of interest.

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.

2. Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?

- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?

3. Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.

4. Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?

Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?

Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?

5. Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:

- suggesting possible outcomes of the research
- outlining the kind of argument they might make and how the research might support this
- considering options if the research available is not sufficient to support a sustained argument.

Sample research questions

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

●

● **AN IMPORTANT NOTE:**

- A question that is unclear or too broad will result in a narrative overview of the issue or event being discussed and provide little scope for analysis and reasoned argument. The result of this is that examiners will not be able to apply the range of marks available in the assessment criteria, particularly in relation to criterion C (critical thinking).

Writing the Extended Essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. More details about each element are given in the [“Presentation”](#) section. 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

Students should use the chosen system of academic referencing as soon as they start writing. That way, they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. Most modern word processors are helpful with this. Some students draft the introduction first. If students do that, they must be prepared to revise it once the essay is complete.

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 most subjects, 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).

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 should not be included in appendices or footnotes/endnotes.

The examiner is not bound to read notes or appendices, so an essay that is not complete in itself will lose marks. The remaining stages in writing the essay take time but are not difficult. Students need to check that they have cited sources for all material that is not their own, and that the citations are complete and consistent with the chosen referencing system. The bibliography should list only the sources used in the essay. The whole essay needs to be proofread carefully (computer spelling and grammar checkers are useful but will not do everything). Pages must be numbered and the contents page must be completed. The abstract is normally written last.

Presentation of the extended essay

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
- the file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is **not** part of the overall file size of the essay.)

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 upper limit is 4,000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:

- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- 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.

Title

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.

The 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. It should include the research question.

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.

References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document [*Effective citing and referencing*](#).

Writing the essay takes time but if students have used their Researcher's reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

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 labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

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. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and Endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this **must** be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

As footnotes and endnotes are not an essential part of the extended 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.

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

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.

Reliance on external resources

Irrespective of the subject, the extended essay should be a complete piece of independent research, modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay. Material that is pertinent to the argument being made must be contained in the essay itself to be considered by examiners in their assessment of it.

As with appendices, if information central to the argument is included in the external link, it is treated as though the point has not been made and as such could affect different criteria, for example, criterion C (critical thinking), depending on the quality of the other analyses.

Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must **not** be submitted. Photographic evidence may be submitted in place of such material.

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.

For further information, see [Academic honesty in the IB educational context](#) and [Effective citing and referencing](#).

Bibliographies, References and Citations

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 Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago/Turabian
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA)
- Numbered references

Finding information about such systems is not difficult. Entering a string such as “academic referencing” into an internet search engine will bring up lots of useful material. Reputable university sites often allow comparison of several different systems (and do not usually disappear overnight). One such example is https://owl.purdue.edu/owl/purdue_owl.html.

There are numerous other online guides to creating bibliographies, as well as printed writers’ handbooks.

What is a reference?

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, emails, internet sites and interviews.

Internet references should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. Caution should be exercised with information on websites 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.

Appendices, Footnotes and Endnotes

Appendices, 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.

Unless considered essential, complete lists of raw data should not be included in the extended essay. Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.

Using Other Media and Materials

Apart from graphic material, materials in other media may be submitted only as supporting appendices and should not detract from the written content of the extended essay.

Computers

The use of computers is encouraged where they are appropriate as tools for analyzing data relevant to the subject of the extended essay. Material such as a hard copy of computer output may be included in the extended essay, but any associated program should be referred to or reproduced, if original, only as an appendix.

Computer Programs may only be included (in particular circumstances) in computer science and physics essays.

CDs, DVDs and Audio-Visual Materials

The model for the extended essay is a paper in an academic journal. Hence, materials such as these should not normally be included. They are liable to be lost or damaged and the examiner will probably not have time to look at them.

Specimen Materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must not be submitted. Photographic evidence may be submitted in place of such material.

Proofreading

The whole essay needs to be proofread carefully by the student (computer spelling and grammar checkers are useful but will not do everything). They must not ask someone else to proofread their work as this is an important part of the learning experience.

Reflection in the extended essay

Student [reflection](#) in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the [Researcher's reflection space](#). The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the [Reflections on planning and progress form](#) and is explicitly assessed under assessment [criterion E \(engagement\)](#).

Researcher's reflection space

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. For those students who have completed the Middle Years Programme, the researcher's reflection space (RRS) can be compared to the process journal. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

The Role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the

development of [approaches to learning](#) skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision process more meaningful.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and [Reflections on planning and progress form](#). Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

The Student–Supervisor Relationship

Students can use the RRS to prepare for their reflection sessions with their supervisors.

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</p>

	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.
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TIP

While use of the RRS is not mandated, the IB considers the development of the RRS an essential element of good reflective practice as it will help the student to not only scaffold the extended essay process but also to build skills which transcend the task itself and prepare the student for university study and beyond.

A well-used RRS will aid the reflection sessions students have with their supervisor, as elements of it can be used to stimulate and inform discussion. This will help students to move towards a more evaluative understanding of the research process and the choices they make as part of this.

Finally, the RRS will contribute to a richer and more personally rewarding experience with the extended essay overall.

Overview of Assessment Criteria

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question 	<ul style="list-style-type: none"> • Context • Subject-specific 	<ul style="list-style-type: none"> • Research • Analysis 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus

• Methodology	terminology and concepts	• Discussion and evaluation		
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

CHOOSING A TOPIC FOR RESEARCH

What are you going to research?

Sometimes choosing a topic is the biggest hurdle in doing research. While IB candidates are encouraged to discuss their choice of topics and research questions with their supervisor and the IB librarian at your school, the candidate must “decide on the topic and the research question and develop his/her own ideas.” Knowing where to look for ideas can facilitate your choice of a topic as well as provide you with background information and a list of keywords.

Where can you get ideas?

Your subject area interests—the things you have been reading, and conversations you have had in class or with others are often good sources of ideas. Think about the subject areas of the IB curriculum—which area interests you the most?

Sources of background information like general encyclopedias, subject-specific encyclopedias or textbooks can be sources of ideas. Please note; however, that general encyclopedias are not sufficiently advanced sources to cite for your EE.

Browsing the reference shelves in the library is also a good way to get an idea of topics that have intrigued authors.

Also consider skimming online databases, like GALE, EBSCO (try Academic Search Complete and EBook Academic collection for scholarly, full-text sources), or SIRS and Google Scholar to get a sense of current topics and research.

What are your information requirements?

As you begin to get organized for research, you will also want to consider the type, quantity, quality and format of information you will need. Answering the following questions may help you organize your extended essay research:

- How long will my essay have to be? (Around 3900 words—no more than 4000)
- What kind of information do I need? Does my subject guide specify that I use primary or secondary sources or both?
- How are primary and secondary sources defined in my subject guide?
- Is currency important?
- What types of publications will help me answer my question? (newspaper articles, books, journal articles, diaries, trade publications, etc.)
- How can I evaluate the reliability and academic value of my sources?
- What are the recent academic debates and discoveries regarding my topics? What does the academic conversation about my topic entail?

- How much time do I have to conduct research? How can I break my research into chunks and schedule appropriate deadlines to complete each part?

What are the keywords that describe your topic?

Once you have identified your subject area, and you've completed some background reading, think about questions that your research might help you answer. State your topic as a question. Think about the significant terms, concepts, and keywords that describe your topic. It's a good idea to have multiple synonyms for each. These terms will become the keys for searching online catalogs and databases, the Internet, and print resources for information about your topic.



Extended Essay Guide FEASIBILITY STUDY

Due : March 13, 2020

What: Your Extended Essay Feasibility Study

Directions: On a separate sheet of paper, type your Feasibility Study, making sure to address each of the questions that follow. Your responses should be in paragraph form, they should not simply be a list of the questions and answers.

Format: Your Feasibility Study should **not exceed one typed page**. It may be single-spaced; however, it should not exceed 500 words. Typical length is 300-500 words typed in 12 point Times New Roman font. All EE paperwork should have 1' margins.

Heading

Your First & Last Name

EE Subject Area

Please state your extended essay subject area (History, Physics, Visual Arts) clearly at the top of the page.

Topic

What is the scope of your area of interest?

By this point, you have likely identified a general area of interest *within* your Extended Essay Subject Area. You are now ready to focus your general area of interest into a manageable topic. Write a sentence or two detailing the narrower focus of your area of interest within the subject area. For example, if your EE Subject Area is History, your general area of interest might be the French Revolution. The next step is to determine what aspect of the French Revolution you would like to research.

At this point, if you do not have a copy of the specific Subject Area Guidelines for your EE subject area, they are available at www.stonypointib.com.

Approach & Feasibility

Based on your preliminary research, you now should address two questions.

1. What is the approach you plan to take to address your topic?

Consider the approach as a statement of intent that indicates which broad process you are going to use: an experiment, a literary analysis, etc., followed by more specific information.

Your specific Subject Area Guidelines list examples of "Approach". Some examples taken from the EE Guide are given below:

History:	Topic:	<i>Varying Interpretations of the Salem Witch Trials</i>
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Approach: Background reading is undertaken to enable identification and explanation of two dominant theories as to why the trials took place. The merits of the two theories are appraised using data obtained about the accused and the accusers.

Physics: **Topic:** *The efficiency of electromagnetic damping*
Approach: An experimental approach is taken. The energy budget of a coil-carrying glider going through magnetic braking on a linear air track is followed by comparing the mechanical energy lost to the thermal energy generated in the coil.

Visual Arts: **Topic:** *Cultural influences on Pablo Picasso's work*
Approach: An investigation of the extent to which selected images in Picasso's work may have been appropriated from other cultural sources.

2. How feasible is this topic?

- a. How does this topic allow you to satisfy the assessment criteria for your chosen subject area? Please double check your Specific Subject Area Guidelines.
- b. How do you know that the topic is appropriate in scope? What types of sources are available?

Is it too broad, too specific? (Remember, you will continue to narrow your focus when you determine your research question.) Can this topic be effectively treated within 3500-4000 words?

- c. Is the topic one that can be researched effectively?
 - i. Is there enough information on your topic? Can you find academically appropriate sources for your topic? (This includes academic journal articles, books, reliable journalistic sources, reliable data and studies, historical documents and other sources as specified by your subject guide. It does not usually include general encyclopedia articles and general interest web pages).
 - ii. Are necessary primary and secondary sources (as defined by your subject guide) available for your topic?
 - iii. Has your topic already been researched extensively? How?
 - iv. Will you be able to shed new light on this topic? How?
 - v. For experiments, do you have adequate time for the successful completion, data gathering, data analysis, etc?
- d. Does your topic require analysis, discussion, interpretation or evaluation?
- e. Does this topic matter to you? Do you think this topic is interesting enough to spend the next nine months researching it? Why?

REFINING YOUR TOPIC

Once you have read some background information, you can refine your broad research topic into a narrow, focused topic. The sooner you can develop a broad subject into a focused topic, the sooner you can shape your research into a finished paper. On the other hand, if you start out too focused or detailed, you may have a hard time finding enough sources to write an acceptable paper.

Research Tip: A topic is probably too broad if you can state it in four or five words. You can narrow a subject or topic by adding words that will eventually help you make a claim in your thesis statement or help you ask a question if you are developing a research question. Consider using words like conflict, description (describe), contribution (contribute), or development (develop). If you narrow a topic by using nouns derived from verbs, you will be one step closer to a claim that could be challenging enough to keep you and your evaluator interested.

Narrowing a Subject to a Manageable Topic: A topic that covers too much material is a common problem for students. Depending on your interests, a general topic can be focused in many ways. For example, if you want to write a paper on government funding for the arts, consider the following questions:

- What do you already know about this subject?
- Is there a specific time period that you want to cover?
- Is there a geographic region or country on which you would like to focus?
- Is there a particular aspect of this topic that interests you? For example, public policy implications, historical influence, sociological aspects, psychological angles, specific groups or individuals involved in the topic, etc.

Create a table (or grid) to use as a template for narrowing your subject into a manageable topic.

General Subject	Government funding of the arts
Time Span	1930s
Place	USA
Event or Aspects	New Deal, painting, art, artists
Narrowed Topic	Federal funding of artists through New Deal programs and the Works Progress Administration contributed to the country's sense of wellbeing during the Great Depression.

Topics that are too narrow: Think of parallel and broader associations for your subject if you need a broader topic that will be easier to research. Sometimes a topic may be too new and sources to your

research questions may not yet exist. For example, if you want to do a paper on the effect of deforestation on Colombia's long-term ability to feed its citizens, consider the following questions:

- Could you examine other countries or regions in addition to Colombia?
- Could you think more broadly about this topic? Give thought to wider topics like agriculture and sustainable development.
- Who are the key players in this topic? The government? Citizens? International organizations?
- What other issues are involved in this topic? For example, how can natural resources be allocated most economically to sustain the populace of Colombia?

Specific Topic	What is the effect of deforestation on Columbia's long-term ability to feed its citizens?
Alternative Focus	Agriculture, sustainable development
Alternative Place	South America
Alternative Person or Group	United Nations and its subgroups
Alternative Event or Aspect	Birth Control
Broadened Topic	How can the United Nations encourage South American countries to employ sustainable development practices?

Research Tip: You have likely narrowed your topic too severely if you cannot easily find resources.

Work Space: Practice narrowing your topic in the space below.

A good research question is the central element of a well-written paper. It's a strong question that you can support with evidence or "grounds." You are likely to offer warrants, those general principles that explain why you think your evidence is relevant to your research question (and perhaps why your readers should believe you and change their way of thinking), and qualifications that will make your question and supporting evidence more detailed and precise. This is an opportunity for you to make connections between published research on your topic and what you think.

A research question is not simplistic. Your research question must be contestable in some way or you cannot proceed until it is. Your research question must lead your readers to think (because they've never before thought about your claim) or rethink (because they have long thought about your claim in a different way). Your research question is the product of your own critical thinking after you have done some preliminary research.

There is a difference between a topic and a question.

You may have found your topic, but within that topic you must find a question, identifying what you hope to learn. If your question does not work well, no matter how strong the rest of the essay, the essay is unlikely to be successful. Because of this, it is common to spend more time on the researching, conceptualizing and forming the research question than on any other part of the essay.

Your research question is the most critical part of your research preparation –

- it defines your research project,
- it guides your arguments and inquiry, and
- it provokes the interests of the reader.

To write a strong research question, consider what interests you.

This is key! The question needs to be one that interests you and is likely to remain intriguing or the duration of the project. There are two traps to be avoided. First, some questions are convenient – the best you can come up with when you are asked to state a question on a form, maybe – or perhaps you decide it will suffice. Second, some questions are fads. (EE's on *Da Vinci Code* and *The Chronicles of Narnia* are examples of such fads). Make sure that you have a real, grounded interest in your research question, and that you can explore this and back it up by academic and intellectual debate. It is your interest that will motivate you to keep working to produce a good extended essay.

Think About it: What animates you? What matters to you?

Listen to yourself and start formulating your question by following your own interests. Remember, you will spend a lot of time researching and writing about the topic: if it does not interest you in the beginning, it will certainly become very difficult to write about in the end.

Research Question

The research question must be consistent with the requirements of the Extended Essay.

The question must allow you to follow the research approaches and critical thinking and organizational requirements of your chosen subject. Please see your subject guide for subject specific interpretations of the assessment criteria.

Here are some examples of subject-specific research topics, questions, and approaches.

Computer Science

Topic	Advances in machine learning: the effectiveness of reinforcement learning in turn-based strategy games
Research question	How effective is reinforcement learning for improving performance in turn-based strategy games?
Approach	A practical investigation involving the comparison of the success of different algorithms in the playing of the Connect-4 game.

History

Topic	The Truth and Reconciliation Commission in post-apartheid South Africa
Research question	How far did the Truth and Reconciliation Commission achieve its twin aims of establishing the truth and achieving reconciliation by 2002?
Approach	Both primary and secondary resources that outline the Commission procedures and findings are used for background and note-taking. The criticisms of the Commission are also investigated to see how far they can be justified. The end point of 2002 (the year that the Commission came to an end) is included to provide a focus to the investigation and to narrow its scope sufficiently.

Psychology

Topic	Gender-related color choices
Research question	To what extent is preferred colour choice acquired or innate in young children?

Approach	<ul style="list-style-type: none"> ● Recent fashions in the colours of children’s clothing, furnishings and toys seem to have reverted from gender-neutral schemes to pink for girls and blue for boys. This provides material for investigating the question of the extent to which such choices are the result of socialization or of innate predisposition. ● A comparison of evaluated published research findings supporting each type of explanation, having linked the studies to relevant psychological theory. ● Findings and related interpretations regarding the research question from different decades and/or cultural groups could be compared and evaluative commentary provided, focusing on addressing the “To what extent” aspect of the question, culminating in an informed summary conclusion.
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Research Question check:

- Is the question relevant to my chosen subject?
- Is it a WHY...or HOW question – not just a WHAT...?
- Does the question lend itself to the use of the concepts, methods, and theories in the chosen subject area?
- Does the question require critical, analysis, discussion, interpretation or evaluation?
- Is the question clearly phrased, sharply focused and unbiased?
- Can the question be effectively treated within the word limit (3500-4000 words)?

Remember: A good research question is the central element of a well-written paper.

It’s a strong question that you can support with **evidence** or “grounds” with **warrants**, those general principles that explain why you think your evidence is relevant to your research question (and perhaps why your readers should believe you and change their way of thinking), and **qualifications** that will make your question and supporting evidence more detailed and precise.

Extended Essay Guide

WRITING PURPOSEFUL RESEARCH QUESTIONS

Step 1. Name your topic. Early in your research, describe your work in one sentence. Use adjectives to describe your nouns.

I am learning about (or reading about, or studying) _____.

Example: I am studying public funding for the arts.

Step 2. Suggest a question. Try to describe your research by developing a question that specifies something about your topic.

I am studying _____ because (in order to) 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 members of the working poor.***

Direct Question: How accessible are the arts to people who belong to the class of the working poor?

Step 3. Add a rationale. Take your questioning one step further by adding a second question aimed at determining your rationale.

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 our tax dollars support cultural enrichment for all citizens regardless of their socio-economic status. (Note the rephrasing of the purpose stems.)

Direct Question: To what extent do state and federal tax dollars support cultural enrichment for all citizens regardless of their socio-economic status?

Step 4. Repeat the process. Now, repeat steps 1-3 as often as it takes for you to write enough detail to believe in what you are researching, know what you want to find out, and understand your reason for undertaking your research. In between your attempts to work through these steps, have someone read your answers. This will force you to stay on track and keep working.

When you can adequately state the “because I want to find out” portion of your topic, you have determined your reason/purpose for studying and writing about it. Be aware that this is a critical yet difficult step in the research process. You cannot write a full statement of purpose/rationale until you have gathered and read some solid information on your topic. Once you have done so, you’ll almost be ready to write your research question.

Work Space: Practice writing your questions here and in your research notebook. Keep trying. Writing a strong, focused research question is an integral part of your extended essay research.

Extended Essay
ANNOTATED BIBLIOGRAPHY
Due August 31, 2020
Step 1: Gathering Sources:

Produce an Annotated Bibliography of 8-10 sources.

An annotated bibliography is an organized and typed list of sources in which each reference is cited and then followed by a three paragraph annotation.

Completing this annotated bibliography will help you develop competence in your selected topic and will also allow you to narrow your research question.

Additionally, the assignment will yield a research portfolio that can serve as a touchstone while discussing the project with your EE supervisor.

Each annotation should consist of the following:

1. An MLA style citation of the source.
2. A paragraph summarizing the main argument of the article or book.
3. A short evaluation of the reliability of the author and the strengths and weaknesses of the source (e.g. issues of reliability, comprehensiveness, objectivity)
4. Your own explanation of why this source is relevant for your research and how it fits into the development of your research question.

Sample Annotation:

MLA Citation for a Book	Lamott, Anne. <i>Bird by Bird: Some Instructions on Writing and Life</i> . New York: Anchor Books, 1995. Print.
Paragraph Summary	Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.
Source Reliability Evaluation	Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.
Statement of Relevance to Research	Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises

	would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.
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Additional Notes:

The overwhelming majority of your sources should be academic in nature (peer-reviewed journals and monographs). For access to academic journals and articles, please make use of the research resources and databases available via the Stony Point library. Additionally, while it is acceptable to include some Internet sites as citations in your research, you should carefully scrutinize the legitimacy of all on-line information. **Sites such as personal blogs or Wikipedia are to be avoided, as should sites aimed at children and general encyclopedia articles.** While you may use those sites as a starting point for your research, you should do so by going directly to their sources, always following up on the references they provide.

Extended Essay Guide
**Annotated Bibliography
Template**

Directions: Use this exact format for each source. You must complete each of the four parts for each entry to earn full credit. The .doc file has been provided for you to type directly into the chart below.

Source #

MLA Citation for a Book	
Paragraph Summary	
Source Reliability Evaluation	
Statement of Relevance to Research	

Extended Essay
EVIDENCE OUTLINE
Assessment Criteria Review
Due: October 5, 2019



Using your annotated bibliography and additional readings, develop an evidence outline. It is imperative that you submit this portion of your EE on time. **Failure to do so may result in the loss of financial assistance for your IB exams.**

Format: You must follow the format given below. This is the structure your final essay will take. Use the same lettering/numbering you see below in typing your outline. Use *Times New Roman* and 12pt font.

You will need to have *The Assessment Criteria for the Extended Essay* (EE Rubric), your specific EE Subject Guide and the *Extended Essay Course Companion* in hand to complete this assignment.

Evidence Outline--Format Guide 100 points

A. What is your research question?
10 points

10

1. Make sure it is stated in the form of a question that can be answered analytically.
2. Identify your thesis statement; this should be a direct response to your question. Restate your research question in a concise and clearly worded statement. Your thesis should be the last sentence of your introduction. It must include your subject and your opinion on that subject.

See Chapter 2 in *Extended Essay Course Companion* for guidance

B. Introduction:

10
points

1. Before you begin your introduction think about:
 - a. How can you capture the reader's attention?
 - b. Is there a startling statistic or fact?
- C. Is it possible to use a pertinent short quote here to begin your discussion?
2. Write an 8-10 sentence paragraph that serves as a draft of your 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.

See Chapter 5, pp 74 - 76 in *Extended Essay Course Companion* for guidance.

C. Background and Literature Review : Why is your argument important?
10 points

What will a reader need to know to understand your argument? Share all relevant information? How does your research fit into the academic conversation about your topic? What are other researchers saying or exploring as they address related topics? You should make reference to resources that you are reading/ have read. Remember to provide parenthetical source citations including page numbers. For MLA (Author & page #) or if using APA (Author & publication year)

See Chapter 58 - 60 in your *Course Companion* for guidance.

D. Body and Critical Thought: Create a detailed table of contents for your essay, and use this to organize your essay into topical subheadings that support your thesis. Include critical evaluation of your sources and methodology as part of your argument. You should also include a refutation if which you address opposing perspectives and interpretations.

**30
points**

1. Argument Emphasis—Clearly define your argument.

a. Support #1:

Explain the strength of Support #1 in an extended paragraph. Follow the rules for paragraph writing.

Documentation:

Provide complete parenthetical source citations including page numbers for Support #1. For MLA (Author & page #) or if using APA (Author & publication year)

b. Support #2:

Explain the strength of Support #2 in an extended paragraph. Follow the rules for paragraph writing.

Documentation:

Provide complete parenthetical source citations including page numbers for Support #2. For MLA (Author & page #) or if using APA (Author & publication year)

c. Support #3:

Explain the strength of Support #3 in an extended paragraph. Follow the rules for paragraph writing.

Documentation:

Provide complete parenthetical source citations including page numbers for Support #3. For MLA (Author & page #) or if using APA (Author & publication year)

E. Refutation:

10 points

1. Argument Opposition—Are there any opposing arguments that are relevant to your interpretation of the topic?

a. Opposing Argument #1:

i. Your refutation of the opposing argument

Provide complete parenthetical source citations including page numbers for opposing argument #1. For MLA (Author & page #) or if using APA (Author & publication year)

b. Opposing Argument #2:

i. Your refutation of the opposing argument

Provide complete parenthetical source citations including page numbers for opposing argument #1. For MLA (Author & page #) or if using APA (Author & publication year)

See Chapter 5 in your *Course Companion* for guidance.

F. Read Criterion A (Focus and Method) in the EE Subject Area Guide.

**5
points**

**Additional
Support
added as
needed (d-z)**

**Additional
Support
added as
needed (d-z)**

1. Summarize how you are to conduct an investigation in your subject area.

G. Read Criterion B (Knowledge and Understanding of the Topic) in the EE Subject Area Guide.

**5
points**

1. In what way(s) must you demonstrate knowledge and understanding of your subject?

H. Read Criterion C (Critical Thinking) in the EE Subject Area Guide.

5 points

1. Explain how you must demonstrate analytical and evaluative skills in your essay.

I. Read Criterion D (Presentation) in the EE Subject Area Guidelines

**5
points**

1. Explain the structural and stylistic requirements of your subject area.

J. Conclusion in the EE Subject Area Guidelines

**10
points**

1. How will you synthesize your research to answer your research questions? What qualifications would you place on this answer?

2. Examine your arguments in relation to each other and decide what are the implications of your argument? What do you want your reader (the examiner) to believe after reading your paper?

K. Bibliographic Sources

**10
points**

1. Provide your citation list in a proper format for your EE subject area: MLA, APA, Chicago, etc. Each has a different manner of citing a source. There are resources linked to the IB website to help you with this portion of your EE. Include specific page numbers with your citations. Only list those sources that you have cited in your EE outline. Your choice of citations should include a variety of scholarly sources—including databases, academic/scholarly journals, and print resources—and should clearly demonstrate that you have made progress with your research reading.

Extended Essay
Research Presentation Cafe
Due: October 25th, 2020



Your research presentation should be a mini Ted style talk in which you present your research to the SPHS IB community. You will present a 7-10 minute evening slide lecture/discussion, in which you:

We will be doing research cafe presentations in the afternoon on 10/24. You will present to a small group of other students and one teacher. This is an opportunity to pull together your research findings, share what fascinates you about your topic, discuss questions you still have, and get feedback from others.

Your research cafe presentation should be 5-10 minutes long and include some slides to illustrate your major points. It will be a summative grade in history. The structure of your presentation should roughly follow the structure of your evidence outline. It should include:

- Your research question
- An introduction that captures your audience’s attention and demonstrates how you became interested in the topic.
- Background that gives your audience the information they need to understand your topic and addresses why your topic is important. You should also include any relevant academic debates about your topics. (Ex: Differing interpretations of the causes of the Civil War, scholarly debate about how to create an experiment that demonstrates a causal link between stress and heart disease, changing interpretations of a specific literary work, etc.)
- Your tentative thesis and a description of your research methodology. If you are addressing a topic that requires experimentation, a hypothesis or discussion of the further work you will need to do to reach your conclusion is fine.
- Discussion and analysis of your research. This should be most of your presentation
- Discussion of potential opposing arguments - what have you found in your research that doesn’t support your thesis?
- Reflection on your research process so far and any questions on which you would like feedback from people working in related subject areas.
- Consistent citations and a Works Cited slide.

Some TedEd Club Talks that Are Good Exemplars

[Artificial Justice: Would Robots Make Good Judges?](#)

[Blinded by the Light: The Unexpected Effects of Light Pollution](#)

Half Draft

Due November 16, 2020

At least 2000 words long.	40 points
Includes introduction with research question.	15 points
Includes literature review.	15 points
Includes research methodology.	15 points
Includes parenthetical citations and list of works cited/bibliography. Texts cited are of appropriate rigor and reliability.	15 points



Extended Essay**Full Draft****Due: December 7, 2020****Rough Draft 100 points****Extended Essay: Complete Polished Draft****Please note: Essays less than 3000 words will not receive a score higher than 50%.**

1. Length _ Essay (excluding citations, tables, charts, headers, bibliography/works cited and PPF) is 3500 - 4000 words	30 pts
2. Formatting _ Uses readable font such as Arial, Times New Roman or Calibri _ Uses 12 point text _ Double spaces text of your essay - Exceptions: Follow your chosen style manual for specific directions on block quotations, tables and charts, and bibliographic citations _ Indents paragraphs _ Uses formatted 1" margins on all sides _ Uses consistent pagination throughout - usually centered on the footer	10 points
3. Title Page (Same format as entire essay) _ Title is centered on the page _ Title of the essay is a clear, focused, summative statement of your research. It should not be posed as a research question _ All other information is found on the lower left corner of the page: _ Research question _ Subject for which the essay is registered, including any categories _ Word count _ No other information is on the title page	10 points
4. Table of Contents _ Uses headings from your outline _ Uses additional topic-specific headings as needed _ Contains accurate page numbers	10 points
5. Parenthetical Citations or Footnotes _ All sources quoted, paraphrased, summarized or synthesized are noted with parenthetical citations or footnotes, depending on the citation style used. If you took information from a source, use an in-text citation. _ Sources can be found in bibliography or works cited based on entries _ Charts, graphs and images taken from other sources are cited	20 points
6. Bibliography or Works Cited _ All sources referenced in-text are cited _ No sources are cited that are not referenced in-text _ Consistently follows a standard citation format (i.e. indents when appropriate) _ Lists works in alphabetical order _ Shows a range of research and sources	20 points

SOURCES USED IN DEVELOPING THIS GUIDE

Extended Essay Guide. IBO. 2018

Extended Essay Guide Richard Montgomery High School-- Rockville, Maryland—Portions of *Part II: The Research Process* used with permission