

Harrison High School  
International Baccalaureate  
***Extended Essay  
Handbook***

This Handbook Belongs to \_\_\_\_\_



Dear Student,

Congratulations for continuing on the path that may lead to your International Baccalaureate Diploma. You've made it a about a quarter of the way through and although the next year and a half at Harrison High School will be challenging and demanding, it also has the potential to be the most rewarding years of your life to date!

Researching and creating your extended essay (EE) will be one of the more empowering academic experiences you will have at Harrison High School. The experience and skills you gain from your EE project will reward you many times over in college and beyond. Many college courses that you will take will require you to construct research papers similar to an EE and by gaining this research experience now, you'll be better suited to handle those similar challenges in college.

By now you realize that as a diploma candidate you have many responsibilities and activities to fulfill - one of these is your EE. It is vital that you approach your EE with as much dedication, discipline, and enthusiasm, as you would do for your other IB diploma requirements.

More important than the grade you earn for your EE, the most important value in completing your EE work will be the fact that you've completed this challenge and that you did the best you possibly could do in producing your EE. It is in your best interest to approach this assignment with an up-beat, inquisitive manner. Have fun – pick a topic and question for which you have passion and be passionate about it – you will be surprised about how much you will learn about your chosen topic and how much you will learn about yourself in the process.

This handbook was made to help you started on the right track and to provide a helping hand along your EE path. Ms. Catherine Johnson, our Librarian, has also created an amazing EE Web resource for you which you should consult throughout your EE journey. This site can be found at <http://researchguides.harrisoncsd.org/ibee> - the site also contains an electronic version of this handbook, so if you do misplace yours, you can always download a copy of it from the Harrison EE Website.

Have fun, be inquisitive, work efficiently, establish a good working relationship with your EE faculty supervisor and keep an eye on those deadlines! As always, if you need assistance don't hesitate to get in touch.

All the best,

*DT*

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*Extended Essay Coordinator*  
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## What is the Extended Essay?

The extended essay (EE) is a mandatory research project for all diploma program candidates. The project culminates in a research paper that ranges in length between 3,500 and 4,000 words. Candidates choose their EE topics from a list of approved DP subjects – usually the topic relates to one of the DP candidate's six core subjects. The goal of the EE is to provide each DP candidate with an opportunity to improve his/her research and writing skills and to augment his/her intellectual and creative abilities. While engaged in their research and writing of the EE, students work under the guidance of a Harrison High School faculty member that acts as an EE supervisor. At the completion of the EE writing, students participate in a concluding interview known as a *viva voce* with their EE supervisor.

Once the EE is completed, it is forwarded to the IB organization for external assessment. The EE is assessed by external examiners against common criteria in ways appropriate to each subject. Resulting EE grades are combined with ToK grades to produce a combined grade that can contribute up to three points to the total score for the IB diploma. If a student fails to submit an EE, they will be disqualified from earning an IB diploma.

## Overview of EE Requirements

The EE must meet all the general assessment and subject specific criteria outlined by IB.

**Length & Format** - All EEs should be between 3,500 and 4,000 words in length, they should not exceed 4,000 words. An EE requires an abstract, title page, table of contents, and bibliography. IB provides no specific format for the EE. Your supervisor, however, can inform you how papers in your subject matter are best formatted and documented. It is strongly suggested that students use standard MLA/APA guidelines which meet all IB EE guidelines.

**Presentation** - All graphs, diagrams, tables, maps, and other supporting material must be neatly presented, well-labeled, and easily understood. The EE should be logically presented and clearly ordered. A contents page or list of chapter headings should be added and all pages numbered clearly.

**External Grading** - Roughly two-thirds of your score will come from the IB general criteria and the remaining third will apply to the subject-specific criteria. According to the quality of work, the student's performance will fall into one of the following five grading bands:

- A = Work of an excellent standard*
- B = Work of a good standard*
- C = Work of a satisfactory standard*
- D = Work of a mediocre standard*
- E = Work of a poor standard*

**Note:** The award of an 'E' for both the Extended Essay and ToK is a failing condition for the diploma – regardless of how many points are earned in the Group I- 6 subject areas.

**Topics:** The topic for an EE must be derived from an IB-recognized subject listed below. *Please remember you are at a significant disadvantage if you choose to write an EE in a subject in which you have not taken an associated IB course. You are assessed on your EE with the expectation that you are familiar with the terminology and curriculum of the subject area of your EE. Subject Areas italicized below indicate areas in which there is no associated IB course offered at Harrison High School as of September 2014. Guides for each subject can be found on the IB EE Resource Guide (<http://researchguides.harrisoncsd.org/IBEE>)*

Group 1 (Literature in native language)	Economics
Group 2 (Foreign language. Essays can be on the language itself, culture and society, or literature)	Psychology
Biology	Environmental Systems
Mathematics	<i>Social Anthropology</i>
Business and Management	<i>Geography</i>
Music	Theatre Arts
<i>Chemistry</i>	History
<i>Peace and Conflict Studies</i>	Visual Arts
<i>Classical Greek or Latin</i>	<i>Information Technology in a Global Society (ITGS)</i>
<i>Philosophy</i>	<i>World Religions</i>
<i>Computer Science</i>	Dance
Physics	<i>Film</i>
Design Technology	<i>Human Rights</i>
<i>Politics</i>	<i>World Studies</i>

## ***Responsibilities of the Student*** [Adapted From the IBO Extended Essay Guide, 2013]

It is **required** that students:

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

It is **strongly recommended** that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when, and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as their research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

## ***Advice to Students from Extended Essay External Examiners*** [Adapted From the IBO Extended Essay Guide, 2013]

### **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 contained in the general EE rubric and the specific subject area guides which can be found on the Harrison EE website
- 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 original topic
- use the appropriate language for the subject
- let their interest and enthusiasm show.

After completing the essay, students should:

- write the abstract
- check and proofread the final version carefully.

### ***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**:

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

One further piece of advice is as follows: 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 Program often leads to lower marks.***

## ***Researching and Writing the EE***

*[Adapted From the IBO Extended Essay Guide, 2013]*

*(This is a brief summary – more complete assistance can be found in the “Writing an Extended Essay” section on Harrison’s EE Website)*

### ***The research process***

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

- I. Choose an approved Diploma Program subject for the extended essay.
  - Read the assessment criteria and the relevant subject guidance.
  - Choose a topic.
  - Formulate a well-focused research question.
  - Plan the investigation and writing process.
  - Identify how and where you will gather material.
  - Identify which system of academic referencing you will use, appropriate to the subject of the essay.
  - Set deadlines for yourself that will allow you to meet the school’s requirements.
- II. 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.
  - Undertake some preparatory reading.
    - If you 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: you should not lose time waiting and hoping that something will turn up. You should go back to stage 3, 2 or 1, and choose a new research question that can be answered.
  - Carry out the investigation.
    - The material gathered should be assembled in a logical order, linked to the structure of the essay. Only then will you know whether you have enough evidence for each stage of the argument so that you can proceed to the next steps.
    - You should be prepared for things to go wrong. Sometimes students 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.

### ***Writing the EE***

The structure of the essay is very important. This is what helps you to organize the argument, making best use of the evidence gathered. The required elements of the final work to be submitted are listed here. More details about each element are given in the “Formal Presentation of the Extended Essay” section (see below). Please note that the order in which they are presented here is not necessarily the order in which they should be written.

- Title page
- Abstract
- Contents page
- Introduction
- Body (development/methods/results)
- Conclusion
- References and bibliography
- Appendices

You should use the chosen system of academic referencing as soon as you start writing. That way, you 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 you do that, you 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. You need to check that you have cited sources for all material that is not your 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.

## ***Formal Presentation of the EE***

*[Adapted From the IBO Extended Essay Guide, 2013]*

The EE should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The use of word processors is encouraged.

### ***The length of the extended essay***

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

- Abstract
- Acknowledgments
- Contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- Citations/References (whether parenthetical or numbered)
- Footnotes or endnotes
- 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 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.

### ***Abstract***

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the EE, and should, therefore, be written last. The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the EE and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the EE. The minimum requirements for the abstract are for it to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the EE.

The abstract should be typed or word processed on one side of a sheet of paper, and placed immediately after the title page.

### ***Contents page***

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

### ***Illustrations***

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease. All such material that is incorporated into the EE 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 EE.

### ***Bibliographies, references and citations***

An EE 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 constructing 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.

### *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, you need 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.

The following are examples of acceptable documentation styles. Please refer to citation links on Harrison's EE Website

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

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 (accessed 13 March 2006) is <http://www.wisc.edu/writing/Handbook/Documentation.html>. There are numerous other online guides to creating bibliographies, as well as printed writers' handbooks. If in doubt, check with your faculty supervisor and/or the HHS librarian.

### *What is an annotated bibliography?*

An annotated bibliography is a bibliography that also provides a brief summary of the main points of a source and a brief evaluation of the source. It should provide the reader with what the source is about and how you believe the source will contribute to your research. EasyBib has a feature that allows you to add annotation directly to a bibliography that you build through EasyBib, by clicking the "Add Annotation" box.

Most annotated bibliographies contain the following:

- Note about the author(s) qualifications
- Scope of the work
- Note on any detectable bias inherent in the work
- Work's intended audience
- A summary sentence
- How the reference will contribute to your research

### *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 EE 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 EE. Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay. 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 EE.

## The Use of Other Media & Materials

[Adapted From the IBO Extended Essay Guide, 2013]

### Computers

The use of computers is encouraged where they are appropriate as tools for analyzing data relevant to the subject of the EE. Material such as a hard copy of computer output may be included in the EE, 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. (See the EE Coordinator for further details.)

### CDs, DVDs and audio-visual materials

The model for the EE 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.

## The Viva Voce (Concluding Interview)

[Adapted From the IBO Extended Essay Guide, 2013]

The *viva voce* is a short interview between you and your supervisor, and is a recommended conclusion to the EE process. Students who do not attend the *viva voce* may be disadvantaged. The *viva voce* serves the following purposes.

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor's report

The *viva voce* should last between 10 and 15 minutes. This is included in the recommended amount of time the supervisor should spend with the student. The following are examples of questions that can be asked, which should be adapted to the particular essay and student.

- "I am not clear what you mean on page XXX. You quote Y: could you explain a little more about what this tells us?"
- "On page \*\*\* you cite Z. I couldn't find this reference (for example, website). Could you tell me more about it?"
- "What have been the high and low points of the research and writing processes?"
- "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?"
- "Is there anything else that you would particularly like me to mention in my report?"

## Using The Assessment Criteria

[Adapted From the IBO Extended Essay Guide, 2013] Assessment Criteria can also be located on Harrison's EE Website

The method of assessment used by the IB is criterion-related. That is to say, the method of assessment judges your essay in relation to identified assessment criteria and not in relation to the work of other students.

- The aim is to find, for each criterion, the descriptor that conveys most adequately the achievement level attained by the student. The process, therefore, is one of approximation. In the light of any one criterion, your work may contain features denoted by a high

achievement level descriptor combined with features appropriate to a lower one. A professional judgment should be made in identifying the descriptor that approximates most closely to the work.

- Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached that describes an achievement level that the work being assessed does not match as well as the previous level. The work is therefore best described by the preceding achievement level descriptor and this level should be recorded.
- Only whole numbers should be used, not partial points such as fractions or decimals.
- The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.
- Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance.
- A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.

All EEs are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 36. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the EE is placed. This band, in conjunction with the band for ToK, determines the number of diploma points awarded for these two requirements. See the following “Award of diploma points” section for further details.

The band descriptors are:

- A = Work of an **excellent** standard
- B = Work of a **good** standard
- C = Work of a **satisfactory** standard
- D = Work of a **mediocre** standard
- E = Work of an **elementary** standard.

### *Award of diploma points*

The EE contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the EE and theory of knowledge.

Both the EE and ToK are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student’s performance in each of the EE and ToK will fall into one of the five bands described previously.

## *Help With Your EE*

**EE Supervisor:** Your EE supervisor supervises your work while you are assembling your EE. The supervisor’s primary role is to see that you are doing and turning in your *own* work. The supervisor will write a report that will be submitted with your EE to external graders and will provide the IB organization a predicted grade for your EE. This report will have to verify that the EE was your *own* work. By meeting with your supervisor as you progress, your supervisor will essentially be gathering evidence that the EE (s)he is watching develop is your work.

Secondarily, however, the advisor is someone who can help you with narrowing down your topic and framing your research question. The supervisor can only comment upon (not edit) a complete draft once. It is prudent therefore that you work out a plan to go over sections of your EE as you write them. Faculty supervisors can answer questions about format and citations and or direct you to sources that will assist you in these concerns. Some students prefer to work with an “outside” mentor, a university professor or family friend for example, to guide them through the process. This is encouraged; however, according to IB regulations, a Harrison High School supervisor must still be assigned to fulfill the duties of an EE supervisor.

Getting the extended essay supervisor you want is relatively easy: start with presenting him/her with a great research proposal . . . and approach that person with respect. It should be very clear to your supervisor-to-be exactly what you want to work on and you should be able to demonstrate to him/her that you’ve already made some initial effort in defining a question (you have secured some preliminary sources, can clearly and succinctly convey your direction and focus, *etc.*).

Remember that no teacher is required to take on extended essay student advisory responsibilities – they will do this out of their sincere desire to help students achieve the diploma. Keeping your supervisor in good standing is all about keeping your promises. **Say what you will do and do what you say!** Regular contact with your supervisor will demonstrate that you have a sincere commitment to the process and EE. If you fail to keep in touch with your advisor, then he/she may feel that you are not committed to succeeding with the EE.

**Summer EE Work:** Summer presents a wonderful opportunity to make a significant advancement in your research. Even if you have a summer job, carving out time for quality research and substantive writing can be done without too much difficulty. The amount of competing interests for your time during the school year is incredibly high. You are strongly encouraged to use your summer between junior and senior year as a time for serious advancement in your extended essay project. Remember that as you return to school in September of your senior year, college applications and admission tests will also be on your plate. It will be in your best interest to take advantage of summer time to get a good deal of the EE work completed before your return to school.

**EE Timeline & Deadlines** (all of which are mandatory – attached sheets, unless otherwise noted are to be completed and handed in to EE coordinator by deadlines noted below)

### ***Junior Year***

Read this handbook in its entirety, complete and submit attached sheet **A** to EE Coordinator by **April 1<sup>st</sup>**

Subject Area and Potential Questions due to EE Coordinator – requires attached sheet **B** to be completed and handed in by **April 11<sup>th</sup>**

Supervisor Selection Sheet (**C1**) and Plan for Supervisor Meetings (**C2**) completed and due to EE Coordinator by **April 30<sup>th</sup>**

Research Rationale Submitted to EE Supervisor & EE Coordinator – requires attached sheet **D** to be submitted by **May 15<sup>th</sup>**

Annotated Bibliography – requires an annotated bibliography to be created on EasyBib and copies and attached sheet **E1** submitted to EE Supervisor & EE coordinator by **May 21<sup>st</sup>**

Outline completed and submitted with attached sheet **E2** to be submitted by **June 13<sup>th</sup>**

### ***Senior Year***

Rough Draft with Rough Draft Cover Sheet (**F**) due to EE supervisor and EE coordinator **on the first day of school in September<sup>\*\*</sup>**

Draft Assessment Sheet (**G**) and Confirmation of EE Subject Area Sheet (**H**) – submitted to EE Coordinator by **October 1<sup>st</sup>**

Final Draft Due to EE Supervisor and EE Coordinator accompanied by Sheet **I** by **November 1<sup>st</sup> <sup>\*\*</sup>**

Final Paper Due to EE Supervisor and EE Coordinator by **January 15<sup>th</sup>, 2014<sup>\*\*</sup>**

**\*\* ALL DRAFTS submitted to EE coordinators and EE supervisor also need to be electronically submitted to TurnItIn.com**

### **Some Tips**

**Start early** - Get going on your extended essay as soon as the project is presented to you in your Theory of Knowledge class (second semester, junior year). It is quite possible to have a full draft before leaving for summer break.

**Pick a topic you love** – It's vitally important to write about something that makes a difference to you personally. Students who crash and burn over the extended essay usually make the mistake of writing about something that "sounded good" but that had no real meaning for them.

**Stay in contact with your supervisor** - Your supervisor can help you with any problems that emerge during the development of your paper. Cooperating with your supervisor will instill confidence in the process. Ignoring your supervisor (or his/her advice) will undermine your overall effort. Remember, your supervisor *must have a high level of confidence* that you actually engaged in the process. Give him/her opportunities to build that confidence and trust in you.

**Constantly refer to the IB Subject Guide for the particular subject in which you will write your EE.** IB subject guides can be found on Harrison High School's EE website: <http://researchguides.harrisoncsd.org/ibee>

**Pacing** - Despite what you may gather from a variety of sources, no one can write an EE at one go. It's much better to do small sections over a longer period of time than it is to do too much at the last minute. Bursts of activity are fine; just don't procrastinate to the end where your best-effort surge doesn't get you to the finish line or produces a poor EE.

**Build your bibliography as you go** - When you find a useful source, get the publication information immediately. Later on, when you're creating the bibliography section of your EE, you'll have the data you need. Use EasyBib to keep track of your resources from the start and begin to build the annotated bibliography from day one!

**Cite your sources** - Your supervisor can give you more specific directions for citation, but there are four cases in which you must cite:

- (1) direct quotations
- (2) indirect quotations
- (3) statistical information
- (4) anything that does not come from your own head and is not a commonly known fact

Create citations in your rough draft - it's much easier than trying to find them later on.

## **IB Extended Essay Definitions You Need to Know**

**Extended Essay (EE):** An in-depth study of a limited topic within a subject. The purpose of the EE is to provide candidates with an opportunity to engage in independent research at an introductory level. Essay length must be 3500 - 4000 words (10 or more pages).

**Subject Area:** IB specifies the subject areas in which you may choose to write an EE. See the "Guidelines for Choosing an Extended Essay Topic" for a list of possible subject areas.

**Topic:** Particular area of study within the chosen subject area. The topic should be limited in scope so that you can provide in-depth analysis. Choose something that is interesting to you, something on which you can give personal input, and something that will provide you with an argument.

**Research Question:** This is the specific issue you will be investigating. It is a good idea to formulate an actual research question to help you narrow your topic focus.

**Supervisor:** Your supervisor must be a Harrison High School teacher of your choice. He or she can provide advice of a subject-specific nature, help you define a suitable topic, and suggest appropriate research resources. Your supervisor must verify to IB that the work you do on your extended essay is your own. This verification is one of the reasons your supervisor must see your essay as it develops. Supervisors submit reports to the IB on their students' EE, and submit a predicted grade.

**Mentor:** This is any "expert" on your topic who can help you with the material of your essay. (S)He may not be a Harrison teacher but may instead be a family friend that has significant knowledge in your chosen topic. Such a person can be valuable to the process of creating your EE.

**Timelines:** IB recommends that you spend about 40 hours on your EE. Experienced EE coordinators and faculty mentors believe that this estimate is low and hold that most students will spend 60 hours working on their EE. Before the end of first semester Junior Year you be provided with a calendar so that you can complete the extended essay in a timely fashion. If you are falling behind for any reason, you need to immediately make your supervisor and the extended essay coordinator aware of your progress.

**Final Version:** This is the version of your essay which will be turned into IB. It will be due on a given date. Before that time you will have produced several drafts of your essay, and have acted upon comments made by your supervisor on your penultimate draft so that the final version should be extremely polished.

**Plagiarism:** The IB EE guide calls this malpractice, and will automatically disqualify you from getting the diploma if this occurs. Always give full credit to other people's ideas and writing.

**Dual Submission:** Any same piece of work cannot be submitted to meet the requirements of both the EE and another assessment component of a subject contributing to the Diploma.

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Harrison High School – Extended Essay Sheet I

To be completed and submitted to EE Supervisor and EE Coordinator by **November 1<sup>st</sup>**

**EXTENDED ESSAY FINAL DRAFT COVER SHEET**

Student Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date of Submission \_\_\_\_\_

Subject: \_\_\_\_\_

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

I have acknowledged receiving a hard copy final draft of the above named student's Extended Essay

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

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# Harrison High School – Extended Essay Sheet H

To be completed and submitted to EE Supervisor and EE Coordinator by **October 1<sup>st</sup>**

## CONFIRMATION OF EE SUBJECT AREA FOR REGISTRATION PURPOSES

My signature below confirms that my Extended Essay is appropriately constructed for the subject area circled below. I realize by signing below that my extended essay will be registered in the subject area I have circled. If I decide later that my EE needs to be re-registered for a different subject area than indicated below, I realize that I will need to pay an additional re-registration fee in order for my Extended Essay to be assessed and validated by the assigned IB reader. *Please remember you are at a significant disadvantage if you choose to write an EE in a subject in which you have not taken an associated IB course. You are assessed on your EE with the expectation that you are familiar with the terminology and curriculum of the subject area of your EE. Subject Areas highlighted below indicate areas in which there is no associated IB course offered at Harrison High School as of September 2013.*

Group I (Literature in Native Language)

Information Technology in a Global Society

Group 2 (Foreign Language)

Literature & Performance

Biology

Mathematics

Business and Management

Music

Chemistry

Peace & Conflict Studies

Computer Science

Philosophy

Dance

Physics

Design Technology

Politics

Economics

Psychology

Environmental Systems and Society

Social & Cultural Anthropology

Film

Theatre

Geography

Visual Arts

History

World Religions

Human Rights

World Studies

Signature of DP Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

EE Coordinator's Use  
Date EE Registered With IB: \_\_\_\_\_

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# Harrison High School – Extended Essay Sheet G

To be completed and submitted to EE Supervisor and EE Coordinator by **October 1<sup>st</sup>**

## EXTENDED ESSAY ROUGH DRAFT REVIEW

Student Name: \_\_\_\_\_ Faculty Mentor: \_\_\_\_\_

Date of Submission \_\_\_\_\_

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

Title: \_\_\_\_\_

Date with Supervisor in which Draft Review took place: \_\_\_\_\_

**Please attach typed copy of first draft to this sheet.**

(To be completed by supervisor)

The first draft shows evidence of research and investigation into the topic. Use the grading criteria below to rate the student's draft. The EE Guide located on the T-drive (see information in box below) contains the EE rubric which will help you accurately score the draft. Please return this coversheet to the IB Coordinator. Thank you for your efforts with your EE student.

<u>Criteria</u>	<u>Maximum</u>
<b>A</b> – Research Question	<input type="checkbox"/> 2
<b>B</b> – Introduction	<input type="checkbox"/> 2
<b>C</b> – Investigation	<input type="checkbox"/> 4
<b>D</b> – Knowledge & Understanding	<input type="checkbox"/> 4
<b>E</b> – Reasoned Argument	<input type="checkbox"/> 4
<b>F</b> – Analysis & Evaluation	<input type="checkbox"/> 4
<b>G</b> – Use of Subject Language	<input type="checkbox"/> 4
<b>H</b> – Conclusion	<input type="checkbox"/> 2
<b>I</b> – Formal Presentation	<input type="checkbox"/> 4
<b>J</b> – Abstract	<input type="checkbox"/> 2
<b>K</b> – Holistic Judgment	<input type="checkbox"/> 4
<b>Total out of 36</b>	<input type="checkbox"/>

When you provide the IBO with a predicted grade for an EE at the end of this process, you are providing a grade based upon the IBO Marking Bands of "A" through "E". Although the scale for these bands fluctuates a little from year to year, the general banding is as follows:

**A** = 29-36 points      **B** = 23-28 points  
**C** = 16-22 points      **D** = 8-15 points  
**E** = 0-7 points

The IB Grading Rubric for Extended Essays can be found in the Extended Essay Guide which is located on the T-drive at the following address:

**T:\IB Teacher Support Materials\IB\_Extended Essay Materials\Extended Essay Guide**

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Harrison High School – Extended Essay Sheet F

To be completed and submitted to EE Supervisor and EE Coordinator by *first day of school in September*

**EXTENDED ESSAY ROUGH DRAFT COVER SHEET**

Student Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date of Submission \_\_\_\_\_

Subject: \_\_\_\_\_

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

Date that Appointment with Supervisor in which draft review will take place: \_\_\_\_\_

I have acknowledged receiving a hard copy first draft of the above named student's Extended Essay

\_\_\_\_\_  
Faculty Signature

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**Harrison High School – Extended Essay Sheet E2**

*To be completed and submitted to EE Supervisor and EE Coordinator by June 13<sup>th</sup>*

**PRELIMINARY OUTLINE**

Student Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

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

Topic: \_\_\_\_\_

Question You Are Addressing: \_\_\_\_\_

Title: \_\_\_\_\_

Please attach typed copy of preliminary outline to this sheet.

**Pertaining to the Preliminary Outline**

*(To be completed by supervisor during consultation visit with student)*

Is the preliminary outline sufficient for the proposed essay?

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## Harrison High School – Extended Essay Sheet EI

To be completed and submitted to EE Supervisor and EE Coordinator by *May 21st*

### ANNOTATED BIBLIOGRAPHY

*Annotated bibliographies must be created through EasyBib  
and shared with Librarian, Ms. Johnson, using EasyBib sharing feature (johnsonc@harrisoncsd.org)*

Student Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

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

Topic: \_\_\_\_\_

Question You Are Addressing: \_\_\_\_\_

Title: \_\_\_\_\_

Please attach typed copy of annotated bibliography to this sheet.

#### *Pertaining to the Annotated Bibliography*

*(To be completed by supervisor during consultation visit with student)*

Is annotated bibliography detailed and sufficient for the proposed essay?

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## Harrison High School – Extended Essay Sheet D

To be completed and submitted to EE Supervisor and EE Coordinator by **May 15th**

### THE EXTENDED ESSAY RESEARCH RATIONALE

Student Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

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

Topic: \_\_\_\_\_

Question You Are Addressing: \_\_\_\_\_

Title of Essay: \_\_\_\_\_

Rationale of Essay (please attach):

- a statement of approximately 250 words explaining the general value of the topic (why it is important, what can be gained from studying it, and what personal interest in the subject is)

- and -

- a paragraph of approximately 250 words that describes the specific connection of your topic to the IB subject area in which you plan to write.

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## Harrison High School – Extended Essay Sheet C2

*To be completed and a copy to be submitted to EE Coordinator by April 30<sup>th</sup>*

***MAKE SURE YOU HAVE RECORDED THESE DATES AND ADHERE TO THEM!***

### PLAN FOR SUPERVISOR MEETINGS

*(Please note that the meetings listed are the minimum number required)*

Specific Date	Purpose	Associated Sheet(s)
<i>Before April 30<sup>th</sup></i>	Initial Meeting: Review Subject Guide, Topic & Approach to EE	CI & C2
	Question Honing Meeting	
<i>Before May 9<sup>th</sup></i>	Research Rationale Review Meeting	D
<i>Before May 23<sup>rd</sup></i>	Annotated Bibliography Review Meeting	EI
<i>Before last day of school in June</i>	Outline Review Meeting	E2
<i>First day of school in September</i>	Rough Draft Submitted to Supervisor & EE Coordinator	F
<i>Before Oct. 1<sup>st</sup>, 2014</i>	Rough Draft Review & Subject Area Confirmation Meeting	G & H
<i>November 1, 2014</i>	Final Draft Submitted to Supervisor & EE Coordinator	I
<i>Before December 1<sup>st</sup>, 2014</i>	Final Draft / Comment Meeting	

Please note that the above table does not list all deadlines - please refer to deadlines outlined on page 10. Some deadlines require materials and sheets to be submitted by certain dates and may not require Supervisory Meetings.

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# Harrison High School – Extended Essay Sheet C1

To be completed and submitted to EE Coordinator by *April 30<sup>th</sup>*

## SUPERVISOR SELECTION SHEET

Student Name: \_\_\_\_\_

Proposed Faculty Supervisor: \_\_\_\_\_

Department Affiliation of Proposed Supervisor: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

IB Subject Area(s) which will be focus of the EE: \_\_\_\_\_

Please describe the reasons behind your choice of faculty supervisor:

Student Initials	Supervisor Initials	
		Shared topic and question
		Reviewed appropriate subject area guide
		Determined approach to topic
		Reviewed time table and completed calendar of proposed supervisory meetings (attached Sheet C2)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Proposed Faculty Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of EE Coordinator

\_\_\_\_\_  
Date

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## Harrison High School – Extended Essay Sheet B

*To be completed and submitted to EE Coordinator by **April 11<sup>th</sup>**  
Take a copy of this sheet with you to your initial meeting with Supervisor*

### SUBJECT AREA & POTENTIAL QUESTION(S) TO BE ADDRESSED

Student Name: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

IB Subject area(s) in which you are interested: \_\_\_\_\_  
*Subject area must be from the IB-recognized subject list which can be found on page 3 of the EE Handbook*

Please describe the *potential topic(s)* you wish to explore within your EE *subject area*.

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Please provide a brief description about the *approach* you plan to take within your *subject area* of choice. Your *approach* will be based on the options described in the guide for your chosen subject {In order to respond to this you must read the subject guide for your subject area (<http://researchguides.harrisoncsd.org/IBEE>)} For example, if you are writing in Biology you could consider doing an experiment, or doing a meta analysis of previously conducted experiments or an analysis of data that is publically accessible.

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

\_\_\_\_\_  
Date

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## Harrison High School – Extended Essay Sheet A

*To be completed and submitted to EE Coordinator by **April 1<sup>st</sup>***

### EXTENDED ESSAY AGREEMENTS

With our signatures below, we acknowledge that we have read the attached Extended Essay Handbook and are agreeing to the following terms as set forth in this Handbook.

1. That a completed First Rough Draft will be submitted to the EE supervisor, EE coordinator and TurnItIn.com by the first day of school in September. **Failure to meet this deadline will prevent Harrison from acknowledging you as an IB Diploma Candidate in the college application process**

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent/Guardian Signature & Date

2. That any changes to my subject area in which I will write the EE that occur subsequent to October 1<sup>st</sup>, will incur an EE modification fee (imposed by the IB) of approximately \$175

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent/Guardian Signature & Date

3. That I will faithfully adhere to the deadlines detailed in the attached EE Student Handbook (top of pg 10)

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent/Guardian Signature & Date

4. That a final version of my EE is due to EE Supervisor, EE Coordinator and TurnItIn.com by January 15, 2015

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent/Guardian Signature & Date