

# **Extended Essay STUDENT Handbook**

[City High Middle School]

***CLASS OF 2024***

# **Extended Essay Student Handbook**

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## Extended Essay Schedule - Class of 2024

Date	Day	Student Checkpoint	Phase
Junior Year! (2023-24)			
Jan 12	Thursday	Extended Essay Overview Presentation to all juniors	Exploring
Jan 19	Thursday	EE Checkpoint #1 - Overview Presentation Follow-up	
Jan 26	Thursday	EE Checkpoint #2 - Topic Brainstorming	
		<b>Independent Brainstorm Window</b> <ul style="list-style-type: none"><li>- Exploring research available for topics</li><li>- General googling of potential topics</li><li>- Conversations with teachers and other adults about topics</li></ul>	
Holiday Break			
Feb 2	Thursday	EE Checkpoint #3 - Subject Guide Dig	
Feb 9	Thursday	EE Checkpoint #4 - Subject Area Workshop	
Mar 9	Thursday	<b>SUBJECT AREA SELECTION FORM DUE</b>	
Mar 16	Thursday	EE Checkpoint #5: Topic Exploration	
March 23	Thursday	<b>Meet your mentor day! First informal meeting</b> Meet mentor, discuss your topic viability, set first meeting time	
April 20	Thursday	EE Checkpoint #6: Start bibliography creation <b>EE Note Taking and Research Template</b>	Researching
April 27	Thursday	<b>Subject-specific workshops</b> Discuss specific details of an EE in this subject Read an essay sample in your subject EE Checkpoint #7: Note taking at EE subject specific workshops	
SPRING BREAK			
		<b>Independent Research Window</b> <ul style="list-style-type: none"><li>- Finding researching related to topic</li><li>- Reading research and taking notes</li><li>- Building bibliography</li></ul>	
May 4	Thursday	EE Checkpoint #8: Developing Research Question	
May 25	Thursday	<b>EE BIBLIOGRAPHY due at 10 pm to mentor and 8th hour teacher</b>	



Senior Year! (2023-2024)			
Sept 1 Sept 2	Monday Tuesday	<b>Informal mentor meeting #2</b> Review sources and where you think you are going, moving into the outlining phase	Planning
Sept 13	Thursday	EE Checkpoint #8 - EE Research Question Lesson	
Sept 22	Thursday	EE checkpoint #9- Criterion E Lesson	
Nov 20	Monday	<b>Outline Workday - full day</b>	
Nov 30	Thursday	<b>DETAILED outline DUE @ 10:00pm to mentor</b>	
Dec 7-8	Thursday Friday	<b>Formal mentor meeting #1</b> Get feedback on Outline from Mentor Complete Box #1 on EE/RPPF Document (Edit using Doc Hub)	
		<b>Independent Research/Refine Window</b> <ul style="list-style-type: none"><li>- Bulk up your research</li><li>- Find new sources</li><li>- Add to/edit/revise your Outline</li><li>- Make a plan for drafting</li></ul>	
Oct 24 Oct 25	Monday Tuesday	<b>Informal Mentor Meeting #3</b> Discuss your plan to draft your EE	
Holiday Break			
Jan 24 Jan 25	Monday Tuesday	<b>Draft Writing Days</b> <ul style="list-style-type: none"><li>- Criterion D lesson</li><li>- EE Rubric Lesson</li></ul>	Writing
Jan 25	Thursday	<b>EE Draft Due @ 10:00pm to mentor</b>	
Feb 1 Feb 2	Monday Tuesday	<b>Formal mentor meeting #2</b> Receive feedback from mentor about DRAFT Complete Box #2 on EE/RPPF Document	
		<b>Independent Revision Window</b> <ul style="list-style-type: none"><li>- Begin transforming your first draft into your final draft</li><li>- Create a personal writing schedule</li><li>- Seek feedback from peers</li></ul>	Revising
Feb 6	Monday	<b>EE Polish Days</b>	
Feb 6	Thursday	<b>EE Final Draft Due @ 10:00 pm to mentor</b>	

Feb 7	Friday	<b>EE Party Time! (Submit paper copy)</b>	
Feb 8-23		<b>Viva Voce</b> Complete Box #3 on EE/RPPF Document Reflective conversation with mentor about your engagement in the process of writing the EE	<b>Reflecting</b>

# Extended Essay Frequently Asked Questions:

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1. **Does the EE have a length requirement?**

YES - 4000 MAX. Examiners will not read beyond 4000 words. Essays under 3000 words are concerning as well. Make sure that you write a completed essay close to 3000 words. **3500-4000 is the ideal range.**

2. **Should I write an abstract to introduce my Extended Essay?**

NO - the IB no longer wants students to submit an abstract with the EE. Writing an abstract could result in a deduction in Criterion D - Presentation.

3. **What is the EE/ RPPF?**

The RPPF is the **R**eflection on **P**lanning and **P**rogress **F**orm. It is the only additional document submitted along with the Extended Essay. This document is intended to prove the student's engagement in the process of writing the EE - successes, challenges, discoveries, decisions made, and overall reflections about the student as a learner, researcher, and writer. This document requires three student reflections (that correspond with the three formal mentor meetings) and supervisor comments. **The RPPF document IS Criterion E of the Extended Essay** and is worth up to 6 points. These should be "gimme" points! Access it here:

[http://schools.wrdsb.ca/chc/files/2014/05/100-RPPF\\_e.pdf](http://schools.wrdsb.ca/chc/files/2014/05/100-RPPF_e.pdf)

4. **I do not know anything about citing/referencing sources. How can I help them out?**

ALL students will be writing in APA format unless they are writing in English (Language A), in which case they should use MLA format. Check out this IB resource:

[https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g\\_0\\_malpr\\_sup\\_1408\\_2b\\_e&part=1&chapter=1](https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g_0_malpr_sup_1408_2b_e&part=1&chapter=1)

5. **Who can I contact for support?**

- a. *Your mentor!* Develop a positive working relationship with your mentor by reaching out to them via email when you have questions!
- b. Ms. Donohue - [donohuem@grps.org](mailto:donohuem@grps.org) (Room 126)
- c. Mrs. Emperor - [emperore@grps.org](mailto:emperore@grps.org) (Room 117)
- d. Mr. Antuma - [antumaj@grps.org](mailto:antumaj@grps.org) (Room 208)
- e. Mr. Miller - [millercl@grps.org](mailto:millercl@grps.org) (Room 315)

6.

# Extended Essay Checkpoint #1:

## Overview Presentation Follow-up

*I just saw the Extended Essay Overview Presentation and what do I do now?*

- **Step 1-** Go to the [www.chmsib.com](http://www.chmsib.com), click on the EE tab (across the top), open up the “**Extended Essay Overview**” powerpoint, and read through each slide.
- **Step 2-** Answer all of the questions in response to the powerpoint you have just read.
- **Step 3-** Submit this assignment to your Core Advisory teacher. This will count as a grade.

### Recall Questions:

1. What is the Extended Essay? What skills do you learn from writing this essay? Explain.

2. Who are the power players concerned with your essay? Who is important in the construction of your essay? Who helps and supports you in this process? Explain.

3. Even though this essay is not associated with any class, where can you expect support in the writing of this essay? In what class will you have graded checkpoints in? (Hint there are two). Explain.

4. How is Extended Essay assessed? What are the five criteria that will grade my essay?

5. What will happen if I fail to turn in my outline, my drafts or my final essay? What will be the consequence? Explain.

6. What check-points will I accomplish by the end of my junior year? What check-points will I accomplish during my senior year? Explain.

7. How will my mentor be assigned? Explain.

8. Why do I need to outline my research before I leave for summer break?  
Explain.

9. What am I expected to do during formal mentor meetings?  
At the end of the process, what will those reflections become? Explain.

10. What is the Viva Voce? When is it done in the process?  
What should I expect from this last meeting? Explain.

**Reflective Question:**

11. Look through all the subject-specific examples at the end of the powerpoint.  
Which subjects seem interesting to you?

**Remember:** You can only write in a subject that you are taking as a DP course.

## Extended Essay Checkpoint #2:

Topic Brainstorming



Fill in the answer to these questions in the sectioned off.

- Who I am--What defines me? What do I like about myself?
- My passions and interests--What do I love to do? What do I want to do?

- Me



as a

learner--Some of us like structure, some of us like things to be laid back.

- What I find challenging. I like Math and Science in contrast to History or English.

Who am I?	My passions and interests...
Me as a learner...	What I find challenging...



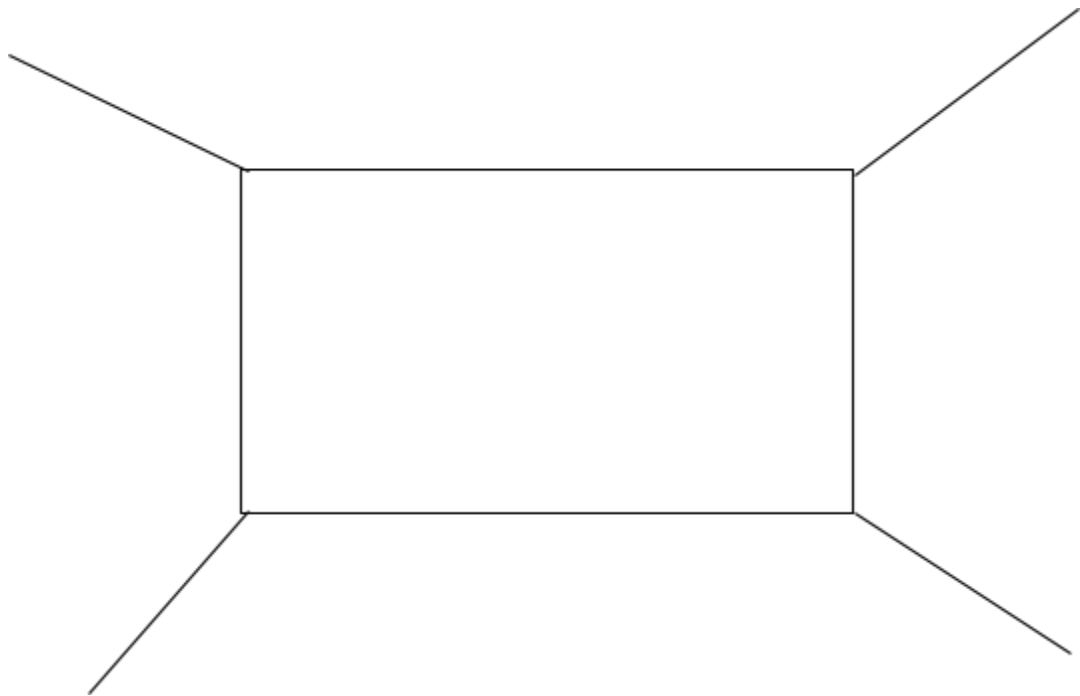
Students should write down about their study habits and their work habits:

- What qualities do you want from a supervisor? What qualities do your favorite teachers share? What makes them great leaders to you? Explain.
- Do you like deadlines or guidelines? Do you need to have follow-up meetings or do you like to have some time to think? What should you communicate with your supervisor because of these ideas? Explain.
- We have three required, formal meetings for the Extended Essay and several informal meetings. What will you want out of these meetings? What goals do you want to set for yourself? What planning will you have to do before these meetings? Explain.
- How have you reacted to feedback from your teachers? Have you ignored it? Used it? What might you need to change when receiving feedback in this process? Explain.
- How do you like to receive feedback? How do you react to feedback? In what ways can you use feedback to help you? What will you want your supervisor to know?

## The Lotus

This is an exercise that can be used to generate ideas. It works on a “blossoming” principle. Draw a box in the center of the page and writes their area of inquiry, subject or idea you want to explore inside it (basically it something you might want to research for your essay). They then draw four diagonal lines from each of the four corners of the square and draw a square at the end of each line. You can also add to the lines, if you need to.

This is an exercise to get you thinking about subjects and ideas you want to explore when you are thinking about writing your essay. What subjects are interesting to you? What classes do you do well in? What is something you discussed in class but never were able to explore in class? What is something you’re interested in studying that maybe you did not have time in class to explore and now you are inspired to write about? Brainstorm here these ideas in preparation for picking a subject and area of study.



## Extended Essay Checkpoint #3:

### EE Subject Guide Dig

**STEP 1:** Go to <https://www.chmsib.com/ee.html> to view all of the EE Subject guides.

**STEP 2:** This month, you will be selecting and solidifying your EE Subject Area that you will be writing in. In order to get a better understanding of the subject areas, you will be reading *at least* two different subject guides that interest you to get a sense of the specific expectations and requirements of an EE in that subject. Remember: you can only write an EE in a subject that you are taking as a DP course.

**STEP 3:** Record your findings below.

Subject

--

Why I'm interested in this subject:

--

TOP TEN important or interesting things I learned about writing an EE in this subject:

1.	
2.	

3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**Potential topics I could write about in this subject.**

(The IB appreciates topics that are slightly discussed in class and then further studied in-depth in your EE, reflecting your own personal interest and initiative. Refer back to your EE Checkpoint #2 - The Shield, Great Expectations, and the Lotus activity for ideas)

--

On a scale of 1-10, how likely are you to select this subject?

--

**STEP 4:** Do it again, but with another subject!

Subject

--

Why I'm interested in this subject:

--

TOP TEN important or interesting things I learned about writing an EE in this subject:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

10.	

**Potential topics I could write about in this subject.**

(The IB appreciates topics that are slightly discussed in class and then further studied in-depth in your EE, reflecting your own personal interest and initiative. Refer back to your EE Checkpoint #2 - The Shield, Great Expectations, and the Lotus activity for ideas))

On a scale of 1-10, how likely are you to select this subject?

## Extended Essay Checkpoint #4:

### EE Subject Area Discussion

Before exams you explored two different subject guides and were to contemplate whether either of these subjects were a good fit for you. Pick one of the subject guides and group together with your classmates who have also selected that subject area as a “cohort.”

[Explore the guides here.](#)

Use the specific guide and answer the following questions.

1. What subject are you thinking about signing up for? Why did you sign up for this subject? Is it a process of elimination or was it because it was a subject you were really interested in? (This is important to know, because we want to know what you have figured out in your research)

2. What are you thinking your topic in your essay will be? Discuss with your small group. Do you think you will have enough to write 4,000 words? What does your small group think? Explain.

3. Each subject guide has specific, technicalities (Science, has experiments, English has 3 aspects of its' topic, and Language B requires you to write in that language) . What is important to note in your subject guide? What is specific to the research in this subject? Explain.

4. Make a list of five important things you should know when or before writing.

5. What kinds of sources do you need? What primary sources do you need? What secondary sources do you need? Do you need secondary sources? Explain.

6. Is there anything new you learned from this review of the subject guide today? What are some important things that your group discussed? Explain.



# Extended Essay Checkpoint #5:

## Topic Exploration

*I'm 90% sure I know the **subject** I want to write in... but what about my **topic**?*

As a continued exploration of your topic and subject we have collected some websites which can help you brainstorm an interesting, quality topic for your Extended Essay. The IB appreciates picking a topic, book, event, example, an experiment that was briefly discussed in class, in which you can delve deeper on your own. Some of these websites have been recommended by your teachers as starting points for exploring topics in subjects that you have already picked. The first sets of websites are much more broad in their focus, whereas there are more specific subjects afterward. You must remember that your topic needs to be broad enough to write a 10 page-paper but specific enough to analyze and come to some conclusion about your topic, as well.

**Your task:** Visit several websites and just explore! Click on articles, go down rabbit trails, see what piques your interest. Don't necessarily visit a site with a specific topic in mind. Rather, take a look at what is available as potential topic ideas. Gather keywords relevant to various topics that you do not want to forget. Complete the chart below:

Websites Visited	Potential Topics	Important Keywords
<b>Questions I have at this point...</b> (These may be questions for yourself, questions about your topic, or questions for a teacher/mentor/coordinator)		

## General Resources:

**JSTOR** - very comprehensive database for peer-reviewed articles across subjects!  
Currently free because of COVID-19. Not always free! Take advantage while you can.

<https://about.jstor.org/oa-and-free/>

Library of congress

<http://www.loc.gov/library/libarch-digital.html>

The Scientific American:

<https://www.scientificamerican.com/>

Scientific American Mind:

<https://www.scientificamerican.com/mind-and-brain/>

Global issues:

<https://www.globalgoals.org/>

<https://www.rcnetwork.org/portal/rce-profile-detail/rce-grand-rapids>

<https://www.rcnetwork.org/portal/rces-worldwide>

Psychology Today:

<https://www.psychologytoday.com/us>

New York Times:

<https://www.nytimes.com/>

Wall Street Journal (Mr. Travis has physical copies of this as well):

<https://www.wsj.com/>

National Geographic:

<https://www.nationalgeographic.com/>

Validity of sources:

<https://www.ranker.com/>

## **Subject-Specific Resources:**

English/Literature:

[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/writing\\_about\\_literature/literature\\_topics\\_and\\_research.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_literature/literature_topics_and_research.html)

<https://www.questia.com/library/literature/literary-themes-and-topics>

<https://www.aresearchguide.com/25-literature-research-paper-topics.html>

History:

<https://edubirdie.com/blog/history-research-paper-topics>

<https://www.historynet.com/category/american-history-magazine>

<https://www.historytoday.com/>

Science:

<https://www.popularmechanics.com/>

<https://www.sciencenews.org/>

<http://datanuggets.org/>

<https://www.sciencemag.org/news/latest-news>

<https://www.nature.com/>

Art

<https://www.artnews.com/>

<https://www.theartnewspaper.com/news>

Music

<https://www.musicradar.com/news/tech>

Language:

[www.tv5monde.com](http://www.tv5monde.com)

[www.rfi.fr](http://www.rfi.fr)

## **EXTENDED ESSAY PROPOSAL**

**Due Date:** Complete during Core Advisory on \_\_\_\_\_, and submit to your EPIC teacher.

You must complete this **proposal** for your extended essay which includes the following parts:

A. The **subject** of your extended essay – for example, English, math, biology, history, etc. It must be a DP course you are taking. The subject decision you make today is **locked in** and cannot change. **You also must fill out the google form today confirming your commitment to an EE subject (on the EE google classroom).**

--

B. The potential **topic** of your essay. This topic should be narrow and limited in scope. This can be a work in progress and *can* change, especially as you continue to research your potential topics in the exploration phase.

Examples of focused topics:

- The effect of religious imagery in *Wuthering Heights*
- The effects of sugar-free chewing gum on the mouth's pH after eating
- Prime numbers in cryptography

C. A paragraph explaining why your topic is **significant** and worthy of study. Also, discuss what you intend to investigate within the scope of your extended essay.

D. A paragraph explaining why you are **interested** in your topic.

## Extended Essay Checkpoint #6:

### Entering the Research Process

Read the [EE Research Slides](#) carefully and answer the questions below.  
Submit to your 8th-hour teacher.

Find **three** things that you learned about research from this slideshow.

**Two** databases that you think will be useful in your academic search for the extended essay.

**One** citation method you will use throughout your writing. (Yes, this must be APA or MLA)

Subject:  
EE Topic:  
DUE DATE:  
Number of sources needed: 10

EE Research Log!

Date Found	Citation	Article Title	Location and LINK: (Questia, Google Scholar, Desktop, etc.)	Helpfulness Scale (1-5)	Read?

1/13/20	Kirkland, E. (2008). What's Race Got to Do with It? Looking for the Racial Dimensions of Gentrification. <i>The Western Journal of Black Studies</i> , 32(2), 18. Retrieved from Questia School.	"What's Race Got to Do with It? Looking for the Racial Dimensions of Gentrification."	Questia <a href="https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/4/8542/files/2014/09/Whats-Race-Got-to-Do-With-It-1iiv6hz.pdf">https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/4/8542/files/2014/09/Whats-Race-Got-to-Do-With-It-1iiv6hz.pdf</a>	4	Not yet

## EE Checkpoint #7: Subject Area Workshop Reflection

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Reflect on the information you gathered from the Subject Area Workshops to answer the questions below. You can use this document to take notes during the presentations or

answer the questions afterwards. Feel free to ask the workshop leader these questions to help you complete this assignment. This is a graded assignment for Core Advisory.

1. What **Subject Area** Workshop did you attend? Who was the person in charge of leading it?

2. Name **five tips** that your workshop leader discussed that you did not know before attending today?

3. What was the **most important** thing you learned in this workshop?

4. Did the workshop leader give you any **handouts or materials** that would be helpful to you in the process? Explain. You can also link them here for easy reference later!

5. What tips did the workshop leader give about finding **research**? Any tips about organizing your research or how to keep track of what you're learning? Explain.

6. What tips did your workshop leader give about the **outline**?



## Mentor Selection Process

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After you select your subject, an EE mentor will be assigned to walk alongside you throughout the entire EE journey.

Your **mentor** is a staff member at school who is **trained** in the EE subject that you select. Mentors are assigned **randomly** within the subject areas.

You will be informed of who your mentor is via email or during Core Advisory by the end of **March of your Junior year**. Your first get-to-know-you informal meeting with your mentor will take place shortly after the initial communication.

Some students know their mentor from previous classes, but many don't, and that's okay!

We aim for mentors to have **no more than four mentees** so that they can focus on helping each student to the best of their ability.

## 5 Tips for Collaborating and Connecting with my EE Mentor

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### 1. Know what you are *each* responsible for...

Student is responsible for...	Mentor is responsible for...
Selecting subject, then narrowing a topic, then formulating Research Question	Guiding student in Research Question creation - making sure that it is appropriate and focused enough for the subject
Planning the researching process and managing time to meet deadlines	Being a part of the active two-way process, available to answer questions as student works
Attending Informal and Formal Meetings with Mentor, then writing reflections on the RPPF at the appropriate time in the process	Asking open-ended, guiding questions during Informal and Formal Meetings. Authorizing student's reflections on RPPF with initials and date.
Meeting all internal deadlines on time	Holding the student accountable to internal deadlines. Reporting any concerns to EE Coordinators.
Creating an outline and writing the essay. Editing and proofreading their own essay. Submitting essay to turnitin.com	Reading outline and essay. Providing verbal feedback on the essay for the student <b>one time</b> (non-editing marks).
Following a clear and consistent citation system (MLA or APA) throughout the essay	Checking citations and ensuring academic honesty of student's essay
Submitting the final essay on time. <b>Understanding that no changes may be made after final submission.</b> Attending Formal Meeting #3 - Viva Voce after the essay process is completed to reflect on the entire process. Writing a final reflection in RPPF.	Attending Formal Meeting #3 - Viva Voce and asking students open-ended, reflective questions that encompass the student's entire EE process. Writing supervisor's comments on RPPF.

2. **COMMUNICATE!** If you want to have a good working relationship with your mentor, communicate **OFTEN** with your mentor. Ask your mentor what communication style/method works best for them. Be clear about your needs as well. If you think you need mini-deadlines, ask for your mentor to create them for you. If you don't know where to find research, ask for help!

3. **Be prepared for formal and informal meetings.** Your meetings will be more productive and helpful if you come prepared with questions, ideas, and plans for your EE research and writing process. **OWN IT!**
4. **BE FLEXIBLE.** This process is different for everyone. Every mentor and every student does things differently.
5. **Be reflective:** Your mentor is there to ask you questions about your process and be a sounding board. They are not supposed to tell you what to do, but help you know and predict what to do next.

## Subject-Specific Info & Samples:

Subject	Info	Access to Samples
English	<ol style="list-style-type: none"> <li>1. Pay attention to the <b>three</b> categories. <b>Your essay <u>MUST</u> fit one of these three.</b> <ol style="list-style-type: none"> <li>a. <b>Category 1:</b> at least one text that was originally written in English</li> <li>b. <b>Category 2:</b> at least two texts - one originally written in English and one originally written in another language</li> <li>c. <b>Category 3:</b> Analyzing non-traditional texts (Articles, multiple images, Ted Talks, textbooks, media, TV, blogs, tweets, speeches, wikis, broadcasts, etc.)</li> </ol> </li> <li>2. You <b>CANNOT</b> write your EE about a DP literature text.</li> <li>3. All English EE's must have <b><u>BOTH</u> primary</b> sources (the texts themselves) and <b>secondary</b> sources (research that supports HOW you will analyze the texts).</li> <li>4. <b>Examples of secondary sources:</b> <ol style="list-style-type: none"> <li>a. Literary criticism</li> <li>b. Lenses: Feminist, Philosophical, Psychoanalytic, Critical Race Theory, Marxist, Nihilist, Existentialism</li> </ol> </li> </ol> <p>Take a look at this <a href="#">slides presentation</a> for more support!</p>	<a href="#">Essay #1</a> <a href="#">Essay #1 Score</a> <a href="#">Essay #1 EE/RPPF</a> <a href="#">Essay #2</a> <a href="#">Essay #2 Score</a> <a href="#">Essay #2 EE/RPPF</a>
History	<p>See <a href="#">History EE Process document</a> for more details</p> <p>Student topics must:</p>	<a href="#">Exemplar 1</a> <a href="#">Exemplar 1 score</a>

	<ul style="list-style-type: none"> <li>● focus on the human past (at least 10 years ago)</li> <li>● be worthy of study</li> <li>● lend itself to systematic investigation in line with the published assessment criteria.</li> <li>● topic must be outside of the past 10 years (May of submission year minus 10 years)</li> </ul> <p>Topics may be ancient or modern and are not confined to areas of study within the history program but students should feel confident in their depth of knowledge related to their topic.</p> <p>Check out this <a href="#">Jamboard</a> with helpful tips for drafting your History EE!</p>	
<b>Psychology</b>		
<b>Science</b> - ESS - Chemistry - Biology - Physics	<b>ESS</b> <ul style="list-style-type: none"> <li>● Paper must include how the environments impacts humans and how humans impact the environment</li> <li>● This subject is <u>interdisciplinary</u> <ul style="list-style-type: none"> <li>○ Must include an intersection between 2 <i>different</i> subjects (example: bio and econ)</li> </ul> </li> </ul> <b>Chemistry</b> <ul style="list-style-type: none"> <li>●</li> </ul>	<a href="#">Chemistry Essay</a> <a href="#">Chemistry Essay Score</a> <a href="#">Chemistry Essay EE/RPPE</a>
<b>Music</b>		
<b>Visual Art</b>		
<b>Math</b>		

## Extended Essay Check-Point #8:

### Developing a Research Question

#### Practice exercise: Formulating well-focused research questions

*Developing a narrow, focused research question is an integral part of your extended essay process. A research question will provide a path to guide you through your research and writing.*

<b>Step 1.</b> Choose your subject area	<i>Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses? Did one of your ERP's from an earlier grade spark an idea that can be researched?</i>
<b>Step 2.</b> Choose a topic that interests you	<i>Describe your work in one sentence.</i>  I want to learn about _____.  <b>Example:</b> I want to learn about public funding for the arts.

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

**Step 7. Reflection**

*If you can adequately respond to the “so what?” question, you may be on your way to a clear and focused research question using your initial topic idea.*

You must now start some preliminary reading around the issue or topic. Remember that you will most likely need to revise your research question once you start to undertake your research. In this sense **your research question should always be considered provisional until you have enough research data to make a reasoned argument.**

[Sample Research Questions](#)

[Possible Research Question Formats for a History Extended Essay](#)

## **Extended Essay Check-Point #9:**

Understanding the EE RUBRIC

**[CLICK HERE TO VIEW THE EE RUBRIC](#)**

**Rubric/Scoring:**

All Extended Essays are scored using the **same** rubric based on five criteria (A-E).

- **Criterion A** - Focus and Method (worth 6 points)
- **Criterion B** - Knowledge and Understanding (worth 6 points)
- **Criterion C** - Critical Thinking (worth 12 points)
- **Criterion D** - Presentation (worth 4 points)
- **Criterion E** - Engagement (worth 6 points)


**West Sound Academy Library EE Website - great prompting questions for the EE Rubric!**

EE Grade Boundaries as of May 2018	
A	27-34
B	21-26
C	14-20
D	7-13
E	0-6


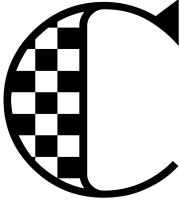


How will the EE impact my overall Diploma Score?

		Extended Essay					
		<i>Excellent</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Mediocre</i>	<i>Elementary</i>	<i>Not Submitted</i>
		A	B	C	D	E	
Theory of Knowledge	<i>Excellent</i> A	3	3	2	2	Failing condition	
	<i>Good</i> B	3	2	2	1	Failing condition	
	<i>Satisfactory</i> C	2	2	1	0	Failing condition	
	<i>Mediocre</i> D	2	1	0	0	Failing condition	
	<i>Elementary</i> E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	

## EE Rubric HIGHLIGHT REEL

Criterion	Points	HIGHLIGHT
	6	<input type="checkbox"/> Topic is effectively communicated <input type="checkbox"/> Clear purpose and focus of research <input type="checkbox"/> Research Question is clearly stated <input type="checkbox"/> Research Question is focused <input type="checkbox"/> Appropriate range of sources and/or methods <input type="checkbox"/> Evidence of informed selection of resources and/or methods



Focus and Method		
 <b>Knowledge and Understanding</b>	6	<input type="checkbox"/> Topic is appropriate for the subject <input type="checkbox"/> Source materials are clearly relevant and appropriate to the Research Question <input type="checkbox"/> Student knowledge is clear and coherent <input type="checkbox"/> Sources are used with understanding <input type="checkbox"/> Subject-specific terminology is used accurately and consistently
 <b>Critical Thinking</b>	12	<input type="checkbox"/> Research is appropriate and consistent <input type="checkbox"/> Research is analyzed effectively <input type="checkbox"/> Individual's conclusions are supported with evidence <input type="checkbox"/> Effective and focused argument is developed based on the research <input type="checkbox"/> Argument is well-reasoned <input type="checkbox"/> Research is critically evaluated
 <b>Presentation (Formatting)</b>	4	<input type="checkbox"/> Structure - essay is organized according to the checklist with all the necessary components <input type="checkbox"/> Layout - formatting rules followed <input type="checkbox"/> Citations are accurate and consistently follow the appropriate style (APA or MLA) <input type="checkbox"/> No unnecessary extras (footnotes, abstract, etc.)
 <b>Engagement (Reflection on the EERPPF)</b>	6	<input type="checkbox"/> Extremely personal, authentic, and reflective - student voice <input type="checkbox"/> Reflective of the entire EE process <input type="checkbox"/> Displays commitment to growth and development as an academic and as a person <input type="checkbox"/> Discusses student decision-making and planning <input type="checkbox"/> Shows student initiative and ownership of the process
<b>TOTAL:</b>	34	... You need 7 points to pass

## Extended Essay Check-Point #10:

Criterion E - Reflection

*Help! I want FULL points on Criterion E (Extended Essay)!*

How is the Criterion E assessed by the	Does the RPPF have a word limit?
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<p><b>IB?</b></p> <p>Your examiner grades Criterion E separately from your essay. It is solely based on your three reflections in the <b>RPPF</b> document.</p>	<p>Yes - the RPPF has a strict 500 word limit for the three student reflections COMBINED. The supervisor's comments do not count toward the word limit. Examiners will not read beyond 500 words.</p>
<p><b>What should I write about?!?!?</b></p> <ul style="list-style-type: none"> <li>- Interesting/surprising insights you discover about your topic</li> <li>- Your decision-making process</li> <li>- Your development as a learner/writer/researcher through the EE process.</li> <li>- Successes and challenges</li> <li>- Suggest improvements to yourself to your working process</li> </ul> <p><b>**LANG B - write RPPF in LANG B as well**</b></p>	<p><b>Should I just write about what I'm working on? Should I just summarize my meeting with my mentor?</b></p> <p>NO! The IB wants you to <b>critically evaluate</b> yourself through this process, not just <b>describe</b> your process step by step.</p> <p>NO! The IB wants to hear your student voice and reflections in your own words, NOT "my mentor told me to..."</p>
<p><b>Should I name names in my reflections?</b></p> <p>NO! The RPPF should be <b>anonymous</b> to the examiner with <b>no names</b> (teacher or student names) or student codes.</p>	<p><b>How much does this matter?</b></p> <p>Criterion E is worth up to <b>6 points (18% of the EE grade)</b> on the EE Rubric. These should be "gimme" points, but without the proper focus, they can be easy points to LOSE!</p>
<p><b>How is my reflection process supervised?</b></p> <p>Your mentor is responsible for supervising your Reflection process, as documented on the EE/RPPF. After each formal meeting, you will write a reflection on the document and share it with your mentor so that they can initial it. After your Viva Voce, your mentor will wrap up their comments and submit it to the IB Coordinator.</p>	

In other words... [EE Criterion E Slideshow](#)

## Criterion D - Formal Presentation CHECKLIST

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### Required Elements

1. **Title Page** (Centered, double spaced, in this order, NOTHING additional)
  - a. **Title** (clear, focused, summative statement of the research which gives the reader an indication of the research topic)
  - b. **Research Question**
  - c. **Subject** (if a language essay also state which category)
  - d. **Word Count**
2. **Table of Contents Page** (1 pt deduction if not detailed enough)
3. **The Introduction**
  - a. Focus of the essay
  - b. Scope of the research
  - c. Research Question (in **bold**)
  - d. Indication of sources to be used
  - e. Insight into the line of argument to be taken
4. **The Body** (Must use **headings** and **subheadings**)
5. **Conclusion**
  - a. What has been achieved through this research
  - b. Discuss any limitations of the research
  - c. Any additional questions that have not been resolved
  - d. Summarize conclusions drawn from the essay
  - e. Final summative conclusion that answers the research question
6. **Works Cited/Acknowledgements**
7. **Appendices** (if applicable - examiner not required to read this)

### Reference System

- ☐ Follow one system throughout (**MLA** or **APA** depending on subject)
- ☐ **Works cited page** = citations for works ACTUALLY cited in the essay
- ☐ **Acknowledgements page** = citations for works read but not cited, helped contribute to your understanding of your topic
- ☐ Referencing online materials? Must include AT LEAST: title of extract used, website address, and date accessed in the citation
- ☐ **How many sources do I need?** Minimum 8

### Formatting (1 pt deduction EACH)

- ☐ 12 point in Times New Roman

- ☐ Double spaced
- ☐ Research question as a header across the top left of the page
- ☐ Page numbering across the bottom right (starting with the Table of Contents page)
- ☐ NO candidate or school name on the Title Page or on Page Headers

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

Date: \_\_\_\_\_

EPIC Teacher: \_\_\_\_\_

EE Mentor: \_\_\_\_\_

### **Extended Essay Outline**

Please complete the relevant components of the Extended Essay outline in a detailed and comprehensive fashion. **The goal of the outline is for you to capture the research you have acquired and organize your thoughts in a linear fashion.** When possible, include actual evidence (quotes) from your research in order to support your argument. Make sure that all of your arguments connect back to your thesis statement and research question.

Although this outline template is intended to be universal and be generally relevant to all subject areas, there may be specific requirements for a subject area that differ; it is difficult to create a “one size fits all” outline that perfectly aligns with all subject requirements. **Please pay close attention provided to you by your subject guide and mentor. Some subject-specific requirements can also be found on the last page of this document.**

This document should be saved in your Extended Essay Google Drive folder, where you are documenting your entire EE process. **This will be counted as a summative assessment in TOK and a grade in EPIC.**

**IF YOU ARE WRITING A SCIENCE EE, USE THIS TEMPLATE INSTEAD.**

**IF YOU ARE WRITING A HISTORY EE, USE THIS TEMPLATE INSTEAD.**

***Extended Essay Outline is due the last week of May  
Please submit on Schoology and email a copy to your mentor.***

Essay Subject:

Essay Topic:

## **Part I - Introduction**

Background Information:

Research Question:

Thesis Statement - Answer to your research question

## **Part II - Arguments or Reasons to Support Your Thesis**

Argument A to Support Your Thesis

Argument A title:

Topic sentence:

Supporting points:

How does this paragraph address the research question?

Outline relevant research. How does this research develop your argument?

Evaluation of research. What are the strengths and limitations of this research?

How many paragraphs do you predict this section may need to be? \_\_\_\_\_

#### Argument B to Support Your Thesis

Argument B title:

Topic sentence:

Supporting points:

How does this paragraph address the research question?

Outline relevant research. How does this research develop your argument?

Evaluation of research. What are the strengths and limitations of this research?

How many paragraphs do you predict this section may need to be? \_\_\_\_\_

#### Argument C to Support Your Thesis

Argument C title:

Topic sentence:

Supporting points:

How does this paragraph address the research question?

Outline relevant research. How does this research develop your argument?

Evaluation of research. What are the strengths and limitations of this research?

How many paragraphs do you predict this section may need to be? \_\_\_\_\_

***\*\*If you have more arguments, feel free to copy and paste the template above HERE and continue outlining your essay's arguments.\*\****

### **Part III - For Argument Papers: Counter-arguments and Responses**

[Applicable to some EE subjects.]

[Check with your subject guide and mentor for clarification.]

Section A - Counter-argument (alternate view) that opposes or varies from your position

Counter-argument A title:

Topic sentence:

Reasons to refute this position:

How does this paragraph address the research question?

Outline relevant research. How does this research develop your argument?

Evaluation of research. What are the strengths and limitations of this research?

How many paragraphs do you predict this section may need to be? \_\_\_\_\_

Section B - Counter-argument (alternate view) that opposes or varies from your position

Counter-argument B title:

Topic sentence:

Reasons to refute this position:

How does this paragraph address the research question?

Outline relevant research. How does this research develop your argument?

Evaluation of research. What are the strengths and limitations of this research?



How many paragraphs do you predict this section may need to be? \_\_\_\_\_

Section C - Counter-argument (alternate view) that opposes or varies from your position

Counter-argument C title:

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Topic sentence:

Reasons to refute this position:

How does this paragraph address the research question?

Outline relevant research. How does this research develop your argument?

Evaluation of research. What are the strengths and limitations of this research?

How many paragraphs do you predict this section may need to be? \_\_\_\_\_

***\*\*If you have more counter-arguments, feel free to copy and paste the template above HERE and continue outlining your essay's counter-arguments. \*\****

## **Part IV - Discussion**

**Discussion section can include some/any of the following:**

- Critical thinking on holistic issues related to topic
- Unresolved aspects about research and topic
- Evaluating different perspectives
- Difficulties in studying the topic
- Overall problems about the materials/research
- Analysis of overall arguments and counterarguments

### Part V - Conclusion

Summary of Argument:

Concluding Idea:

### Part VI - Works Cited/Bibliography

What formatting style are you using for your citations? (MLA or APA) \_\_\_\_\_

List all of your relevant citations in the box below according to the proper formatting rules:

### Part VII - For Experimental Essays: Appendices

[May apply to: sciences, art, music.]

[Check with your subject guide and mentor for clarification.]

#### **Extended Essay Outline -- Scoring**

Mentor scores outline. TOK and EPIC teachers enter scores to gradebook.

#### **100%**

Followed instructions  
Substantial information presented  
All required parts completed  
On time

#### **80%**

Some missing or problematic areas  
Did not follow the instructions 100%

**60%**

Late assignment

**0%**

Missing assignment