



# INTERNATIONAL BACCALAUREATE ORGANIZATION

May 2016 & May 2017 Seniors

Extended Essay

Name

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## May 2017 Extended Essay Due Dates

Due Date	Process	Submit to
October 9	Submit Research Question/Supervisor Request	Supervisor/English III teacher
October 19-23	Meet with EE supervisor for Research Question	
October 27	Turn in EE progress form	English III teacher
December 2	Submit Research	Supervisor/English III teacher
December 7-11	Meet with EE supervisor to discuss Research	
December 16	Turn in EE progress form	English III teacher
January 27	Submit Outline	Supervisor/English III teacher
February 1-5	Meet with EE supervisor to discuss Outline	
February 10	Turn in EE progress form	English III teacher
February 24	Submit Intro (500 words)	Supervisor/English III teacher
March 1-4	Meet with EE supervisor to discuss Intro	
March 9	Turn in EE progress form	English III teacher
April 6	Submit 1000 words	Supervisor/English III teacher
April 11-15	Meet with EE supervisor to discuss 1000 words	
April 20	Turn in EE progress form	English III teacher
May 11	Submit 2000 words	Supervisor/English III teacher
May 16-20	Meet with EE supervisor to discuss 2000 words	
May 25	Turn in EE progress form	English III teacher

## May 2017 Extended Essay Due Dates

Due Date	Process	Submit to
August 31	Submit 3000 words of EE	Supervisor/English IV teacher
September 12-16	Meet with EE supervisor to discuss 3000 words	
September 22	Turn in EE progress form	English IV teacher
October 19	Submit complete rough draft of EE	Supervisor/English IV teacher/turnitin.com
November 14-18	Meet with EE supervisor to discuss rough draft	
November 30	Turn in EE progress form	English IV teacher
January 5	Submit final copy of EE	Supervisor/English IV teacher/turnitin.com
January 9-13	Viva Voce with supervisor	
January 17	Turn in EE progress form	English IV teacher

## May 2016 Extended Essay Due Dates

Due Date	Process	Submit to
October 10	Submit Research Question/Supervisor Request	Supervisor/English III teacher
October 20-24	Meet with EE supervisor for Research Question	
October 27	Turn in EE progress form	English III teacher
December 1	Submit Research	Supervisor/English III teacher
December 8-12	Meet with EE supervisor to discuss Research	
December 15	Turn in EE progress form	English III teacher
January 28	Submit Outline	Supervisor/English III teacher
February 2-6	Meet with EE supervisor to discuss Outline	
February 9	Turn in EE progress form	English III teacher
February 23	Submit Intro (250-450 words)	Supervisor/English III teacher
March 2-6	Meet with EE supervisor to discuss Intro	
March 9	Turn in EE progress form	English III teacher
April 6	Submit 1000 words	Supervisor/English III teacher
April 13-17	Meet with EE supervisor to discuss 1000 words	
April 20	Turn in EE progress form	English III teacher
May 11	Submit 2000 words	Supervisor/English III teacher
May 18-22	Meet with EE supervisor to discuss 2000 words	
May 26	Turn in EE progress form	English III teacher

## May 2016 Extended Essay Due Dates

Due Date	Process	Submit to
September 2	Submit 3000 words of EE	Supervisor/English IV teacher
September 14-18	Meet with EE supervisor to discuss 3000 words	
September 24	Turn in EE progress form	English IV teacher
October 21	Submit complete rough draft of EE	Supervisor/English IV teacher/turnitin.com
November 16-20	Meet with EE supervisor to discuss rough draft	
December 2	Turn in EE progress form	English IV teacher
January 7	Submit final copy of EE	Supervisor/English IV teacher/turnitin.com
January 11-15	Viva Voce with supervisor	
January 19	Turn in EE progress form	English IV teacher

# Extended Essay Grade Boundaries

Grade	Mark Range
E	0-7
D	8-15
C	16-22
B	23-28
A	29-36

## The diploma matrix points

		THEORY OF KNOWLEDGE					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
EXTENDED ESSAY	Excellent A	3	3	2	2	Failing condition	Failing condition
	Good B	3	2	2	1	Failing condition	Failing condition
	Satisfactory C	2	2	1	0	Failing condition	Failing condition
	Mediocre D	2	1	0	0	Failing condition	Failing condition
	Elementary E	Failing condition	Failing condition	Failing condition	Failing condition	Failing Condition	Failing condition
	Not Submitted	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from the diploma points matrix (May 2010-November 2014)

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

# Extended Essay Guide

The Extended Essay promotes:

- High level research skills
- Intellectual discovery
- Creativity

The EE is:

- An opportunity to engage in personal research in a topic of your choice
- A formal piece of scholarship
  - No more than 4,000 words in length
  - A result of approximately 40 hours of work by the student

EE assessment objectives are to:

- Plan and pursue a research project with intellectual initiative and insight
- Formulate a precise research question
- Gather and interpret material from sources appropriate to the research question
- Structure a reasoned argument
- Present the EE in an appropriate format
- Use appropriate terminology and language with skill and understanding
- Apply analytical and evaluate skills with an understanding of the implications and context of research

With your supervisor:

- Spend 3-5 hours throughout process
- Obtain subject specific details
- Receive support, advice and guidance
- Receive examples of essays
- Receive help in formulating a well-focused research question
- Discuss and track progress
- Receive advice on:
  - Access to appropriate resources
  - Information/evidence/data gathering techniques and analysis
  - Writing an abstract
  - Documenting sources

Research process:

- Choose subject from provided list
- Choose topic
- Formulate a well-focused research question:

Examples of research questions:

SUBJECT: Literature (Group 1 Category 1)

TOPIC: Dance in Jane Austen's novels

QUESTION: What are the role and significance of dance in *Pride and Prejudice* and *Emma*?

SUBJECT: Biology

TOPIC: Altitude and Physical Fitness

QUESTION: Can a training program at high altitude have an impact on the fitness of an athlete?

SUBJECT: Mathematics

TOPIC: The Geometry of Navigation

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

- Plan investigation and research process
- Carry out investigation
- Outline
- Write the paper

# Exploring the Extended Essay

Before you can envision your own extended essay, you have to know what an extended essay is. The more you know, the more vividly you'll be able to imagine your future EE.

Your EE may be in any one of the following areas: Biology, Chemistry, Computer Science, English, Film, History, Math, Music, Physics, or Visual Arts

The links in this lesson will take you to exemplary extended essays in subjects open to you. Your first task is to scroll through the sample essays, read a few that grab your interest, and then answer the questions that follow. You should also look at the following pages:

- Read the Wikipedia entry on the Extended Essay
- Familiarize yourself with IBO's extended essay tips. <http://tinyurl.com/IBO-EE>
- Read through the new IBO Guidelines for the Extended Essay by clicking on the IBO Official Guide link from the link above
- Read through the Subject Area Guidelines for those subjects that interest you on the IBO Official Guide page

Ten minute free write. There's no right or wrong. You're writing to explore your own personal relationship to this major IB assignment. Choose from among the following prompts.

- In what ways does the Extended Essay resemble writing that you have already done?
- In what ways does the Extended Essay differ from writing that you have already done?
- In what ways will the Extended Essay most challenge you? What scares you?
- If writing this Extended Essay turned out to be your most rewarding academic experience so far, what would it involved? What would you need? On whom would you rely? What sorts of things would you do to prepare? How would it shape the kind of person and student you become?

# Glossary of Command Terms

Candidates should be familiar with the following key terms and phrases used in examination questions. Although these terms are used frequently in examination questions, other terms may be used to ask candidates to present an answer in a specific way.

<b>account for</b>	Asks candidates to explain a particular event or outcome. Candidates are expected to present a reasoned case for the existence of something. For example: <i>How do you account for the length and stability of the government of either Leopold Senghor in Senegal or Felix Houphouët-Boigny in the Ivory Coast?</i>
<b>analyse</b>	Asks candidates to respond with a closely argued and detailed examination of a perspective or a development. A clearly written analysis will indicate the relevant interrelationships between key variables, any relevant assumptions involved and also include a critical view of the significance of the account as presented. If this key is augmented by "the extent to which," then the candidate should be clear that judgment is also sought. For example: <i>Analyse the social impact of developments in (a) transport and (b) health care since 1945.</i>
<b>assess</b>	Asks candidates to measure and judge the merits and quality of an argument or concept. Candidates must clearly identify and explain the evidence for the assessment they make. For example: <i>Assess John F. Kennedy's handling of the Cold War problems during his presidency.</i>
<b>compare/compare &amp; contrast</b>	Asks the candidate to describe two situations and present the similarities and differences between them. On its own, a description of the two situations does not meet the requirements of this key word/phrase. For example: <i>Compare the effects of the changes in family structure since 1945 in one developed and one developing nation.</i> <i>Compare and contrast the circumstances that gave rise to the regimes of Juan Perón and Fidel Castro in Latin America.</i>
<b>define</b>	Asks candidates to give a clear and precise account of a given word or term. For example: <i>Define the aims of two international economic organizations and analyse their success in improving economic conditions.</i>
<b>describe</b>	Asks the candidates to give a portrayal of a given situation. It is a neutral request to present a detailed picture of a given situation, event, pattern, process, or outcome, although it may be followed by a further opportunity for discussion and analysis. For example: <i>Describe the content and discuss the relative importance of the Camp David Accords to the Middle East peace process.</i>
<b>discuss/consider</b>	Asks the candidates to consider a statement or to offer a considered review or balanced discussion of a particular topic. If the question is presented in the form of a quotation, the specific purpose is to stimulate a discussion on each of its parts. The question is asking for the candidate's opinions; these should be presented clearly and supported with as much evidence and sound argument as possible. For example: <i>Discuss the view that the United Nations General Assembly has become a forum for propaganda rather than constructive debate, but nevertheless acts as a useful safety valve.</i> <i>Consider the significance of the 1837 rebellion in Upper and Lower Canada for the development of Canada in 1867.</i>

## evaluate

Asks candidates to make an appraisal of the argument or concept under investigation of discussion. Candidates should weigh the nature of the evidence available, and identify and discuss the convincing aspects of the argument, as well as its limitations and implications. For example:  
*‘German policy after January 1917 forced the United States to declare war.’ Evaluate the validity of this statement.*

## examine

Asks the candidates to investigate an argument or concept and present their own analysis. Candidates should approach the question in a critical and detailed way, which uncovers the assumptions and interrelationships of the issue. For example:  
*Examine the role of the Treaty Port system in development of China’s relations with foreign powers between 1842-1870.*

## explain

Asks the candidates to describe clearly, make intelligible and give reasons for a concept, process, relationship, or development. For example:  
*Explain the circumstances in which NATO and the Warsaw Pact were formed. What contribution did each make to the intensification of the Cold War?*  
*Explain the success or failure of two guerilla wars, each chosen from a different region.*

## how?

On its own, this is a straightforward invitation to present an account of a given situation or development. Often a second part will be added to such an essay question to encourage analysis. For example:  
*How and why did Indo-China achieve independence from France after the Second World War?*  
*Adding a second word such as “successful,” “effective,” “accurate,” or “far” turns a “how” question into one that requires a judgment. The candidate is now expected to provide his/her detailed reasons for that judgment. For example:*  
*How successful has the Organization of Petroleum Exporting Countries (OPEC) been in achieving its aims?*  
*How far do you agree that the absence of the United States from the League of Nations was the major factor in the failure of that organization to preserve world peace?*

## identify

Asks the candidates to recognize one or more component parts or processes. A second part will be added to such an essay question requiring explanation and analysis. For example:  
*With reference to three examples, identify and explain the different reactions of African peoples to European attempts at annexation of their territory.*

## outline

Asks the candidates to write a brief summary of the major aspects of the issue, principle, approach, or argument stated in the question. For example:  
*Outline the ways in which two industrialized countries, each from a different region, attempted to solve the problems arising out of the Great Depression.*

## to what extent?

Asks the candidates to evaluate the success or otherwise of one argument or concept over another. Candidates should present a conclusion, supported by arguments. For example:  
*To what extent can nationalism rather than religion be considered the cause of the Arab-Israeli conflict?*

## why?

This short key word invites candidates to present reasons for the existence of something. Thus, the brevity of this command rather disguises a powerful requirement to present a detailed, reasoned argument. In effect, it is similar to the invitation “account for.” For example:  
*Why have African-Americans been attracted to the teaching of Islam?*  
*Why, since independence, have Asian countries achieved greater economic success than those in Africa? Refer to at least two countries or regions.*

# Choosing a Research Topic

## What are you going to research?

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

## Where can you get ideas?

Your subject area interests—the things you have been reading and conversations you have had in class or with others—are often good sources of ideas. Which subject area interests you the most? Sources of background information like general encyclopedias, subject-specific encyclopedias or textbooks can be sources of ideas. Browsing the reference shelves in the library is also a good way to get an idea of topics that have intrigued authors. Aspects of the syllabus or an area of personal interests can be a suitable starting point.

## What are the informational requirements?

As you begin to get organized for research, you will also want to consider the type, quantity, and format of information you will need. You must discuss these questions with your supervisor at your first meeting:

- How long must my essay be? (between 3500-4000 words)
- How much information is needed?
- What types of publications do I need to read? (newspaper articles, books, journal articles, diaries, trade publications, etc.)
- What formats do I need to use? (print and online)
- Is point of view an issue? Do I need the opinions of others?
- What are my deadlines during the process?

## What are the key words that describe your topic?

Once you have identified your subject area and you’ve completed some background reading, think about questions that your research might help you answer. Think about the significant terms, concepts, and key words that describe your topic. These terms will become the keys for searching online databases, the Internet, and print sources for information about your topic.

## Refining Your Topic

A topic that covers too much material is a common problem for students. Depending on your interests, a general topic can be focused in many ways.

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

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

## From Topic to Research Question

Once you determine a topic that you believe to be both interesting and relevant, you'll be ready to begin the process of searching out specific sources and collecting information. However, you want to avoid simply reporting information, and the best way to do this is to ask questions, to find a purpose for your research. While it is true that you may learn much from seeking out and reporting information, you will nonetheless only be reporting information. IB considers this kind of writing unsuitable for the extended essay. Rather, candidates are expected to examine a problem or issue in depth, adding both analysis and evaluation. If you cannot generate questions work asking about your topic, then you will be unable to offer any significant answers that might change how you or your reader think about your topic. "Questions are critical because the starting point of good research is always what you do not know or understand but feel you must." Having a good set of questions will keep you from getting off track as you search for information.

## Your Research Question: The Most Critical Part of Your Research Proposal

The research question should

- define the proposal
- guide your argument and inquiry
- provoke the interest of the reader

### Practice Exercise: Writing Purposeful Questions

Step 1: Name Your Topic – Early in your research, describe your work in one sentence. Use adjectives to describe your nouns.

I am (learning, reading, studying) about \_\_\_\_\_.

Example: I am studying about public funding for the arts.

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

I am studying \_\_\_\_\_ (because, in order to) I want to find out (who, what, when, where, whether, why, or how) \_\_\_\_\_.

Example: I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are members of the working poor.

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

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

I am studying \_\_\_\_\_ because I want to find out \_\_\_\_\_ in order to understand (how, why, or whether) \_\_\_\_\_.

Example: I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are members of the working poor so I can determine whether our tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.

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

Step 4: Repeat the Process – Now repeat steps 1-3 as often as it takes for you to write enough detail to believe in what you are researching, know what you want to find out, and understand our reason for undertaking the research.

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

## Steps for Writing a Strong Research Question

- Look at your statement of purpose. If you have a detailed statement of purpose, you should have the beginnings of an acceptable research question.
- Examine the kinds of information you have gathered—pay attention to your notes or highlighted passages in article and reference materials. Do you have enough evidence to support your purpose?
- Question the amount of evidence that you have. Do you need more?
- Decide which question you have the evidence to support. Be sure you can make a strong argument, a strong case for your claim.
- Write your research question. Consider the following approaches:
- Define a problem, and state your opinion about it.
- Discuss the current state of an issue or problem and suggest/predict how it can be resolved.
- Offer a possible solution to a problem.
- Offer a new perspective on an issue or problem.
- Theorize or propose how a situation should be changed or viewed differently.
- Compare and contrast.
- Offer your ideas on how something has been influenced to be the way that it is/was.

## Research Question Check

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

# Exploring the Research Question

Using the sheet you filled out during IB study, start crossing off ideas that are outside the approved topic, less interesting, less promising, impractical, unoriginal, or redundant. Circle your favorites.

Your next task is to formulate promising topics in three different subject areas. On the back of this sheet write down a favorite topic from three different subjects. In each column, do the following:

- If necessary, take it down another level of specificity. For example, I might be starting with, “King Leopold’s claim to the Congo.” Then I might narrow it to “The most significant effect King Leopold II and General Sandford’s campaign had on American trade with the Congo.”
- If your topic is a piece of literature you read as part of your IB Diploma program, you must shift your attention to either comparing/contrasting the work to another one that WASN’T part of the curriculum, or to some other work by that author or in that genre.
- Compose three urgent questions related to each topic. For example, now that I think about it, I really want to know, “What drove Sanford to betray King Leopold at the Anti-Slavery Conference?” “By examining the early Belgian Cogolese trade, what can we learn about contemporary American trade agreements with nations that institutionalize inhumanity against their citizens?”
- In each column, consider the list of questions and then compose one unified research question that incorporates the topic. For example, “What are the most important principles underlying America’s post-Emancipation Proclamation response to the Belgian Congolese publicity campaign?”
- Now you have three promising EE topics in three different fields.

## Sample EE Topics

Subject Area	Bad Choice	Acceptable Choice
Group 1 (English)	The Brontes	Religious imagery in <i>Wuthering Heights</i> .
	Racial conflict in the 20th century	The problems of racial conflict as shown through the works of James Baldwin.
Biology	Organ transplants	Histocompatibility in organ transplants.
Chemistry	Water analysis	Spectrophotometric determination of trace amounts of lead in drinking water.
Economics	The Third World debt crisis	Do interest rates affect investment decisions?
History	Fascist propaganda	Use of visual arts in fascist propaganda.
Mathematics	Fractals	The Hausdorff dimension of fractal sets.
Physics	Alternative energy source	Wind power: a clean source of energy?
	Wave theory	The investigation and analysis of the modes of vibration of a guitar string.
Visual Arts	Constructivism	Picasso: genius or cultural thief?

# Supervisor Request Form

Candidate’s Name: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Proposed Extended Essay Supervisor: \_\_\_\_\_

Subject Area of Extended Essay: \_\_\_\_\_

Are you currently enrolled this IB subject? Yes No

If no, are you scheduled to take this IB subject in your senior year? Yes No

Identify the tentative topic and a rough draft wording of your proposed research question or thesis statement for your EE mentor (why that topic is important, what can be gained by studying it, and what your personal interest in the subject is):

# Parenthetical Documentation

Be diligent in taking careful, accurate notes. Whether you summarize, paraphrase, or quote, you must acknowledge clearly the words and thoughts that are not your own. Failure to do so is called PLAGIARISM. This is a serious offense, even when it is accidental.

- A paper that contains any plagiarized information will be given a zero. Since plagiarism violates BISD's academic honesty policy, the student may also receive a discipline referral.
- The International Baccalaureate Program itself also places a high value on academic integrity, denying the IB diploma in certain cases to students who cheat on IB assessments. Students must understand that a possible consequence of cheating is a "zero" on an IB assessment. Depending on the circumstances, a candidate may no longer be able to receive the IB diploma.
- The International Baccalaureate Program extends beyond Bryan High School Policy and consequences may be more extensive. IB states that failure to comply with academic honesty requirements and standards will result in no grade being awarded for the subject concerned.

## The following are some general in-text citation rules:

- You do not have to document the following information:
- General knowledge that can easily be found in general reference sources.
- Information most educated people know (i.e. A symbol is anything which stands for something else.)
- As a general rule, it is better to document too much rather than too little. If you have doubts, document!
- You must document every direct quotation from your sources at the end of the sentence where the quote appears.
- If you do not include the author's name in the sentence with the direct quotation, include author's name and page number in the documentation.
- Example: In the late Renaissance, some contended that human beings were by nature "ungrateful" and "mutable" (Machiavelli 1240).
- If you include the author's name in the sentence with the direct quotation, then you only need to include the page number in the documentation.
- Example: In the late Renaissance, Machiavelli contended that human beings were by nature "ungrateful" and "mutable" (1240).
- If you have two works by the same author, you must distinguish which work you are citing by placing the title in the parenthetical documentation OR by including the title and/or author in the sentence that contains the quotation.
- Example: Shakespeare's *King Lear* has been called a "comedy of the grotesque" (Frye, *Anatomy* 237).
- Example: In *Anatomy*, Shakespeare's *King Lear* has been called a "comedy of the grotesque" (Frye 237)
- Example: In Frye's *Anatomy*, Shakespeare's *King Lear* has been called a "comedy of the grotesque" (237).
- If you are quoting from an article that has no author, include the title in the documentation.
- Example: Samuel Johnson admitted that Edmund Burke was an "extraordinary man" ("Boswell" 450).
- For a verse play, give title and the act, scene, and line numbers, separated by periods.
- Taking on such an "unladylike" project as the representation of Love, Iago says, "is merely a lust of the blood and a permission of the will" (*Othello* 1.3.326).
- If you use long quotes (4 or more typed lines / 6 or more handwritten lines), they should be indented one inch from EACH margin, also known as a hanging indent.
- Example:

At the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too (Golding 186).

## A Work Cited Only on the Web: Author

Last Name, First Name. "Title of Article." Database. Place of Publication: Publisher, Year. Type of Media.

Access Date.

Rich, Jennifer. "Overview of Thomas Hardy." DISCovering Authors. Detroit: Gale, 2003. Web. 27

September 2009.

## Literature Resource Center – Reprint of a chapter or part of a book

Last Name, First Name. "Title of Article." *Title of Book*. Place of Publication: Publisher, Year. Pages.

Database. Type of Media. Access Date.

Daleski, H. M. "Tess of the d'Urbervilles: Mastery and Abandon." *The Divided Heroine: A*

*Recurrent Pattern in Six English Novels*. New York: Holmes & Meier Publishers, Inc., 1984. 69-87.

Student Resource Center – Gold. Web. 27 September 2009.

## Literature Resource Center – Reprint of a magazine

Last Name, First Name. "Title of Article." Title of Magazine Volume.Number (Month Year): Pages. Database.

Type of Media. Access Date.

Caminero-Santangelo, Byron. "A Moral Dilemma: Ethics in Tess of the d'Urbervilles." *English Studies*

75.1 (January 1994): 46-61. Student Resource Center – Gold. Web. 27 September 2009.

# Creating a Bibliography / Works Cited Using MLA Format

- A bibliography is an alphabetical listing of all of the books and articles that were consulted during your research.
- A works cited includes an alphabetical listing of all of the books and articles that are actually documented in your paper.
- Use MLA format with correct punctuation and capitalization. Some of the more common examples are listed below. Please refer to the most recent version of the MLA Handbook for additional examples.

## Reprint of a magazine article

Last Name, First Name. "Title of Article." *Title of Magazine* Volume. Number (Month Year): pages.

Rpt. in *Title of Book*. Editor. Volume. Place of Publication: Publisher, Year. Pages. Type of Media.

Henze, Shelly Temchin. "Rita Mae Brown, All-American." *New Boston Review* 29 (April-May 1979): 17-18.

Rpt. in *Nineteenth Century Literary Criticism*. Ed. Sharon Gill. Vol. 18. Detroit: Gale, 1981. 74-75.

Print.

## Reprint of a chapter/part from a book

Last Name, First Name. "Title of Chapter/Part." *Title of Book*. Place of Publication: Publisher, Year. Pages. Rpt.

in *Title of Book*. Editor. Volume. Place of Publication: Publisher, Year. Pages. Type of Media.

Stuckey, W. J. "New Themes: Sex and Libertinism." *The Pulitzer Prize Novels: A Critical Backward Look*.

Oklahoma: University of Oklahoma Press, 1966. 68-94. Rpt. in *Contemporary Literary Criticism*. Ed.

Sharon R. Gunton. Vol. 18. Detroit: Gale, 1981. 76-77. Print.

## Book: Editor Only

Last Name, First Name, ed. "Title of Chapter/Part." *Title of Book*. Volume. Place of Publication:

Publisher, Year. Pages. Type of Media.

Magill, Frank N., ed. "Pearl S. Buck's The Good Earth." *Magill's Survey of American Literature*. Vol.

3. New York: Marshall Cavendish Corp., 1991. 313-325. Print.

## Book: Author and Editor

Last Name, First Name. "Title of Chapter/Part." *Title of Book*. Editor. Volume. Place of Publication:

Publisher, Year. Pages. Type of Media.

Toomer, Jean. "Pearl S. Buck." *Survey of American Literature*. Ed. Darwin T. Turner. Vol. 2. New York:

Norton, 1988. 34-45. Print.

## A book by one author - using most of the book as a source

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year. Type of Media.

Boorstin, Daniel J. *The Creators: A History of the Heroes of the Imagination*. New York: Random, 1992.

Print.

## A book by one author - using only one chapter or part of the book

Last Name, First Name. "Title of Chapter/Part." *Title of Book*. Place of Publication: Publisher, Year. Pages.

Type of Media.

Shiels, Barbara. "Pearl S. Buck." *Winners: Women and the Nobel Prize*. Minneapolis, Minnesota: Dillon

Press, Inc., 1985. 136-145. Print.

## Two or more books by the same author

Garreau, Joel. *Edge City: Life on the New Frontier*. New York: Doubleday, 1991. Print.

----- *The Nine Nations of North America*. Boston: Houghton, 1981. Print.

## A book by two or three authors

Last Name, First Name, and First Name Last Name. *Title of Book*. Place of Publication: Publisher, Year.

Type of Media.

Vare, Ethlie Ann, and Greg Ptacek. *Mothers of Invention: From the Bra to the Bomb: Forgotten Women*

*and Their Unforgettable Ideas*. New York: Morrow, 1988. Print.

## A book by four or more authors

Last Name, First Name, et. al. *Title of Book*. Place of Publication: Publisher, Year. Type of Media.

Belenki, Mary Field, et al. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New

York: Dell, 1979. Print.

## A republished book

Last Name, First Name. *Title of Book*. Original Year. Place of Publication: Publisher, Year. Type of Media.

Buck, Pearl S. *The Good Earth*. 1936. New York: Bantam, 1991. Print.

## A Work Cited Only on the Web: No Author

"Title of Article." Database. Publisher, Year. Type of Media. Access Date.

"Themes and Construction: Tess of the d'Urbervilles." *EXPLORING Novels*. Gale, 2003. Web. 27

September 2009.

# Formal Presentation of the Extended Essay

## Format Guidelines

- Use 12-point Times New Roman
- Double space text
- Follow MLA style format
- Leave margins at their default
- Put your last name and your candidate number to the right in the header
- Put the page # to the right in the footer

## Proper Order of Pages

- Title Page
  - Centered in middle of page
    - Title
  - Centered on lower portion of page
    - Student name
    - Candidate number
    - Date of IB Exams
    - Category
    - Word Count
- Abstract with word count at right hand bottom of page
- Table of Contents
- Introduction
- Body of Paper
- Conclusion
- Appendix (if necessary)
- Works Cited

Title of Extended Essay

## For each draft submission

- Must include properly formatted title page
- Paper must follow format guidelines
- Highlight in yellow all sentences that show your analysis, interpretation, understanding (informed opinion) of the evidence (research) used.
- Must include proper in-text citations
- Must include Works Cited page for citations used in draft
- First 4 draft submissions - do NOT include the following:
  - Abstract
  - Table of contents
  - Conclusion
- Remove yellow highlighting before submitting the final draft

John Smith  
Candidate Session Number: 003932-000  
Session: May 2014  
February 3, 2014  
Subject  
Category (English only)  
Word Count: 3725

## Table of Contents

Abstract _____	1
Introduction _____	2
Analysis and Evaluation _____	3
Conclusion _____	9
Works Cited _____	11

Abstract:

Did the United Nations learn anything from their past in stopping the Rwandan genocide? It failed to protect important political figures as well as over 800,000 people from being killed. Funding for UNAMIR was cut towards the beginning of the mission and not added onto again until it was too late to be used for anything helpful. After the debacle, the United Nations attempted to rebuild the war-torn country. This help was unwanted, however, and a short while after rebuilding began, the Rwandan government asked the United Nations to withdraw and leave the rebuilding to the Rwandans.

The majority of the sources used in this research paper are documents from the United Nations itself, including speeches from the Rwandan genocide memorial convention ten years after the horror was ended. Although some of the speeches may be biased, an unbiased third party conducted the internal investigation held by the United Nations to see what went wrong in Rwanda. The one document not from the United Nations was used to show the present situation in Sudan.

Through research and analysis, it is concluded in this paper that the United Nations did not learn anything from their participation in the prevention of the Rwandan genocide. It appears that people knew what needed to be done to prevent the genocide, but there were political obstacles to cross. The Canadian prime minister noted at the memorial conference that there still wasn't enough political agreement to prevent genocide from happening today, as we can see from the current problems in Darfur. The United Nations has not learned how to maneuver around those political problems and has therefore only learned that they still cannot prevent genocide.

Word Count: 279

# Creating Your Abstract

## What is an abstract?

Basically, an abstract is a statement which briefly covers the important information in your paper. If your paper is based on a research project, it includes the objectives, methods, results, and conclusions. You are, in effect, condensing your paper into a few succinct lines. The IB abstract should focus on the following:

- the research question
- the scope of the investigation
- the conclusions

## Here are some tips on writing the abstract:

- Your abstract should not be prepared until after your paper is completed. It should be a maximum of 300 words.
- The abstract does not have to be stylistically complex. It is a condensed, concise, clear, and direct piece of writing.
- The only stylistic concern is to avoid being choppy and sloppy. You can do this by crafting your sentences carefully. Remember that transitional words can be useful
- Your abstract should include all of your main ideas. These ideas may (and probably should) be presented in the same order as they are presented in your paper; this will guide the reader in a logical fashion.
- Look at sample abstracts and consider whether you, as an “untutored reader,” would at least have an idea of what the paper will cover.
- REMEMBER, the IB wants clear evidence of the research questions, the scope of the investigation, and the conclusions.

# Extended Essay Checklist on Formal Presentation

	Action	Check
1	Is the title page formatted correctly?	
2	Is your research question/thesis reflected verbatim in the title of your EE?	
3	Is the essay within the limit of 3000-4,000 words?	
4	Are page numbers included and located on the bottom right corner (excluding title page and table of contents)?	
5	Is your correct candidate session number on the top right of all pages?	
6	Is there a Table of Contents page?	
7	Is your Abstract within 300 words?	
8	Does your Abstract contain the research question, the scope of your investigation and the conclusion you have reached?	
9	Is your research question/thesis stated verbatim in your introduction?	
10	Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?	
11	Are parenthetical citations formatted correctly?	
12	Does the Works Cited page include all and only the works of reference you have consulted?	
13	Is the Works Cited page in MLA format including being alphabetical?	
14	Does Appendix contain only relevant information?	
15	Are all references to any Appendix clearly cross-referenced and labeled?	

# The IB EE Supervisor's Responsibilities

## Recommended: Five hours maximum involvement

- **Look over the official EE guidelines and assessment criteria** of the subject area your student has chosen and understand what is being asked.
- The Extended Essay is an **essay, not a narrative or a report**. It is not a summation of what is out there. It has to involve the student's analysis in some way.
- The supervisor is a **guide**, not a stand-in. The supervisor asks questions, plays the devil's advocate, suggests sources or research strategies, and provides overall support throughout the process.
- The supervisor should **lead the student away** from dead ends, try to **redirect** if things go awry, and **help** to refine the question.
- **BE ABSOLUTELY CERTAIN**, by looking at research notes, that the students have **not plagiarized**
- Using the checklist, grade the rough draft yourself and share results with the students. Encourage the student to use the checklist as a writing tool.
- **Do not edit, rewrite, or stylize** the paper yourself - though you can give advice and should point out trouble areas. They must find their own solutions. The supervisor is not supposed to put pen to paper.
- **Conduct the Viva Voce** interview with the student at the end of the process.
- **You will give a predicted grade** of A-E before the essay is submitted to the examiners.
- **Turn in the final drafts of the EE with the completed cover sheet and supervisor's report to the IB office by the deadline.**

# Draft Conferences

1. Use the completed rubric (for the rough draft conference only) and your marked copy to guide the conference. I will make a copy of the completed rubrics so you can retain the original along with your marked copy.
2. Have the student sit across from you to have a face-to-face discussion.
3. Give your candidate the clean copy of the essay, a copy of the completed rubric (for the rough draft conference only) and the comment sheet. Encourage him/her to make notes on the clean copy as the two of you discuss the paper.
4. Again, be careful not to verbally edit the paper with the student. It's one thing to say "I was confused by your analysis in paragraph three." OR "Too much of your argument is based on the research of others and not thought out by you." OR "Your criticisms/evaluations/arguments regarding [particular point] are weak and need to be more fully explained." It's quite another thing to say "You can correct your weak analysis by writing..." --and then telling the student exactly what to write. OR Telling the student that a better argument would be...--and then supplying your idea of a good argument. There is a vast difference between guiding revisions and controlling it.
5. Good use of the clean copy:
  - For the student to make notes regarding content, grammar and style.
    - Give the student a highlighter. Having preselected a section(s) of the essay in which the student has used evidence (research) in support of the main argument, ask that he/she highlight (on the clean copy) the portions related to the evidence that shows their own Analysis - Interpretation - Evaluation. These are critical to scoring maximum points on criteria D, E, and F. When a student's A-I-E is limited to a few sentences (or non) on quoted/paraphrased evidence there's a good possibility that there is room for improvement. Evidence alone does not make an argument - help the student see that their reasoned analysis may need to be expanded and more fully explained.
      - This is also a good time to discuss the documentation of ideas - it's often fairly easy to spot passages/ideas that actually belong to someone else and should have been cited.
    - Maybe there is a paragraph that contains several types of errors - punctuation, sentence fragments, sentence structure, etc. Have the student look at the paragraph with you. Direct the discussion through questioning: "Let's look at ... paragraph . I see some problems with punctuation here (or whatever convention you think the student's focus deserves) that occur throughout your paper. If you were correcting this paragraph, what errors would you fix?" Let the student then guide the discussion.
    - Look at another paragraph - this time, perhaps, for sentence structure. You might start by saying "Too many of your sentences are simple sentences that have the same subject-verb format." Ask: "How can you make some of these sentences in paragraph ... more interesting - how can you change the structure so there is some variety?"
    - Above all, provide wait time for the student to actually talk you through a change that she/he would make. Help the student when it appears necessary. This kind of modeling can serve as a guide for the student to re-examine the whole paper in the revision process.

## Using the Assessment Criteria to Derive a Predicted Score

Aim is to find the descriptor that conveys the appropriate achievement level

- Professional judgment is key element; approximation necessary; student's work may contain features of high achievement combined with those of lower achievement. (There is a subjective component to the application of the rubric.)

### When scoring:

1. Read the descriptors for each criterion from achievement level 0 to level 4 (or whatever the highest achievement level is).
2. Locate the level that best describes an achievement level just above that which matches the student's level of attainment.
3. The criterion score is best described by the preceding achievement level.
  - Highest descriptors do not imply faultless performance.
  - Supervisors should not hesitate to use the extremes on each of the criterion, including zero, if appropriate of the work being assessed.
  - High achievement on any one criterion does not imply the same achievement on any others.

## Tally Sheet

Supervisor: KEEP THIS TALLY SHEET IN THE STUDENT'S FOLDER. Please do not give this sheet to the student. Fill in the point value for each criterion after you score the draft. Upon reading the final version of the essay, assign a final score for each criterion and total the points achieved. The tally sheet will be returned to IB Coordinator along with the completed rubric and the student's final essay.

Category	Rough Draft	Final Draft
A. Research Question		
B. Introduction		
C. Investigation		
D. Knowledge/Understanding of Subject		
E. Reason Argument		
F. Application of Analytical and Evaluative Skills		
G. Use of Language		
H. Conclusion		
I. Formal Presentation		
J. Abstract		
K. Holistic Judgment		
Total		

### Point Ranges

**E = 0-7**

**D = 8-15**

**C = 16-22**

**B = 23-28**

**A = 29-36**

# Comment Sheet - Extended Essay Draft

Supervisor: Candidate should receive a **COPY** of the comment sheet to guide revision. (**Comments cannot edit the paper.**) Please follow our school guidelines for commenting on student papers. Base comments on criterion specific rubric information. Whether comments are hand-written or typed, the original copy must be retained in the student's folder. This is the only acceptable form for commenting on drafts.

Candidate's Name: \_\_\_\_\_

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

A. Research Question

B. Introduction

C. Investigation

D. Knowledge & Understanding of Topic

E. Reasoned Argument

F. Application of Analytical & Evaluative Skills Appropriate to Subject

G. Use of Language Appropriate to the Subject

H. Conclusion

I. Formal Presentation

J. Abstract

K. Holistic Judgment

## Extended Essay Assessment Criteria

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

Circle the level achieved by student in each category.

Refer to EE Guide for subject-specific details.

Sum the categories for a final score and write total to right.

Evaluator: \_\_\_\_\_

Total Points: \_\_\_\_\_

### General Criteria

**A: Research Question** - Assesses extent to which the purpose of the essay is specified. Normally expressed as a question; could be hypothesis or other form preferred by the discipline.

Achievement Level	Description
0	Research question not stated in introduction or does not lend itself to investigation in the registered subject.
1	Research question stated in introduction but not clearly expressed or is too broad in scope.
2	Research question clearly stated in paper, sharply focused, lends itself to effective treatment within word limit.

**B: Introduction** - Assesses extent to which the introduction clarifies connection between research question and existing knowledge of the subject and significance and worthiness of investigation of the topic.

Achievement Level	Description
0	Research question not placed in context and significance of topic not explained.
1	Attempt is made to place the question in context, explain topic significance/why it is worthy of investigation.
2	Research questions' context is clear as in significance of topic and why it is worthy of investigation.

**C: Investigation** - Assesses extent to which investigation is planned, an appropriate range of relevant resources consulted (or data gathered). Maximum award is 2 if the research question does not lend itself to systematic investigation in the subject registered.

Achievement Level	Description
0	Little or no evidence that sources have been consulted, data gathered, or planning has taken place.
1	Sources used and/or data gathered are inappropriate. Little evidence of planning the investigation.
2	Limited range of appropriate sources and/or data, some relevant material selected, some level of planning evident.
3	Sufficient range of appropriate sources or data; relevant material selected; satisfactory planning is evident.
4	Imaginative range or appropriate sources or data; relevant material carefully selected; well-planned investigation.

**D: Knowledge & Understanding of Topic** - Maximum award here is 2 if the research question does not lend itself to systematic investigation in the subject registered. "Academic context" means the current state of the field of study under investigation at a level that is reasonable for a pre-university student. An award of 4 would indicate very good knowledge and understanding, not necessarily comprehensive knowledge.

Achievement Level	Description
0	No real knowledge or understanding of the topic studied.
1	Some knowledge but little understanding of topic. Little awareness of an academic context for the investigation.
2	Adequate knowledge & some understanding of topic. Some awareness of academic context for the investigation.
3	Good knowledge & understanding of topic. Successfully outlines an academic context for the investigation.
4	Very good knowledge & understanding of topic. Clearly & precisely grounds investigation in an academic context.

**E: Reasoned Argument** - Assesses extent to which essay uses research or material collected to present ideas logically & coherently and develops a reasoned argument in relation to the research question. Maximum award here is 2 if the research question does not lend itself to systematic investigation in the subject registered.

Achievement Level	Description
0	No attempt to develop a reasoned argument in relation to the research question.
1	Limited or superficial attempt to present ideas logically/coherently and to develop a reasoned argument.
2	Some attempt to present ideas logically/coherently & develop reasoned argument, with only partial success.
3	Ideas presented logically/coherently, along with reasoned argument, but with some weaknesses.
4	Ideas presented clearly, logically, and coherently. Successful in developing reasoned, convincing argument.

**F: Application of Analytical and Evaluative Skills Appropriate to the Subject** - Assesses extent to which student applies appropriate analytical and evaluative skills in the subject

Achievement Level	Description
0	No application of appropriate analytical & evaluative skills.
1	Little application of appropriate analytical & evaluative skills.
2	Some application of appropriate analytical & evaluative skills, which may be only partially effective.
3	Sound application of appropriate analytical & evaluative skills.
4	Effective and sophisticated application of appropriate analytical & evaluative skills.

**G: Use of Language Appropriate to the Subject** - Assesses extent to which student uses terminology and language appropriate to the subject

Achievement Level	Description
0	Language is inaccurate and unclear. No effective use of terminology appropriate to the subject.
1	Language sometimes communicates clearly but not consistently. Terminology is only partly accurate.
2	Language & terminology usually communicate clearly and accurately.
3	Language communicates clearly. Terminology is accurate, although there may be occasional lapses.
4	Language is clear & precise. Terminology is appropriate, used accurately with skill and understanding.

**H: Conclusion** - Assesses extent to which essay incorporates a conclusion relevant to the research question and is consistent with evidence presented in essay.

Achievement Level	Description
0	Little or no attempt to provide a conclusion relevant to the research question.
1	Attempt to provide conclusion relevant to research question, but not entirely consistent with presented evidence.
2	Clearly-stated, effective conclusion; relevant, consistent with evidence, includes any unresolved questions.

**I: Formal Presentation** - Assesses extent to which layout, organization, appearance, and formal elements (title page, table of contents, page numbers, illustrative material, quotations, documentation, references, citations, and bibliography) are present and consistently follow a standard format.

Achievement Level	Description
0	Unacceptable formal presentation, or essay exceeds 4,000 words.
1	Poor formal presentation
2	Satisfactory formal presentation.
3	Good formal presentation.
4	Excellent formal presentation.

**J: Abstract** - Abstract clearly states: 1) the research question, 2) how the investigation was undertaken, and 3) conclusions of the essay

Achievement Level	Description
0	Abstract exceeds 300 words, or is missing one or more of the required 3 elements (above).
1	Abstract contains all 3 elements, but they are not clearly stated.
2	Abstract clearly states all 3 elements.

**K: Holistic Judgment** - Assesses extent to which the essay is distinguished by qualities of intellectual initiative, depth of understanding, and insight.

Achievement Level	Description
0	No evidence of such qualities.
1	Little evidence of such qualities.
2	Some evidence of such qualities.
3	Clear evidence of such qualities.
4	Considerable evidence of such qualities.

**Total Points (Criteria A-K) \_\_\_\_\_ (36 points maximum)**

# Supervisor Final Checklist

## List of items due to IB Coordinator after final essay is read

Completion Date: Week after Viva Voce

The student folder with each of the following:

- All marked drafts
- Rough draft rubric completed
- Draft comment sheet completed
- Final paper
- Final rubric completed
- Tally sheet with scores from draft and final listed
- Viva Voce form completed

The cover sheet for the essay (will arrive from Cardiff in December)

- Students will complete the cover first in English IV
- You must complete the supervisor's report inside the cover sheet.** Please consider that the student will not achieve the maximum 4 points if you do not write a report that indicates the student's engagement with the topic and an idea of his/her progress throughout. The report does not have to be about problems or difficulties although you are welcome to mention any that the student was able to overcome.

# Viva Voce Overview

The viva voce is a short interview between the student and the supervisor, and is a recommended conclusion to the extended essay 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?” In conducting the viva voce and writing the report, supervisors should bear in mind the following.

Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. This is particularly important in subjects like mathematics. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the viva voce and report on it.

Minor slips in citation and referencing may lose the odd mark. If there appear to be major shortcomings, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes it contains plagiarism.

In assessing criterion K (holistic judgment), examiners will take into account any information given in the report about unusual intellectual inventiveness or persistence in the face of unexpected difficulties.

The report should not attempt to do the examiner's job. It should refer to things, largely process-related, that may not be obvious in the essay itself.

Unless there are particular problems, the viva voce should end positively. Completion of a major piece of work such as the extended essay is something for students to feel good about.

### Sample:

XXXXXX's excitement for the extended essay was heightened because she was able to analyze a novel that would normally not be explored in a high school setting. The most satisfying moments for her occurred as the essay neared completion, and she began to feel more comfortable about her overall product. The greatest difficulty for XXXXXX was the lack of time management, but she felt the process got clearer as she began to organize the information she had gleaned from the text. From her investigation, XXXXXX discovered the multiple layers and perspectives that a text can provide. In addition, several readings of the novel enabled her to not only enjoy the novel but also appreciate its textuality. Overall, I enjoyed working with XXXXXXX because she set her own goals and met her self-imposed deadlines. I believe she has matured as a writer and gained more confidence in herself.



# International Baccalaureate

## Extended Essay Progress Form

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

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

Meeting Date: \_\_\_\_\_ Location: \_\_\_\_\_

Meeting Start Time: \_\_\_\_\_ Meeting Stop Time: \_\_\_\_\_

Briefly summarize what was discussed and accomplished during the meeting.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What should the candidate accomplish BEFORE the next meeting?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Candidate Signature: \_\_\_\_\_

### FOR SUPERVISORS ONLY:

Did the candidate email an appropriate request for a meeting?      YES      NO

Was the candidate on time to the meeting?      YES      NO

Was the candidate prepared for the meeting?      YES      NO

Is adequate progress being made on the extended essay?      YES      NO

Is there evidence that the student is working on the essay?      YES      NO

Supervisor Signature: \_\_\_\_\_

# Exploring Subject Areas

Below each topic on the back of this page jot down anything that comes to mind in response to the following prompts. Think through the prompts course by course. For each course, remember the lessons, issues, projects discussion, and readings you experienced, and list the ones that:

- intrigued you
- made you think you could do this for a living
- made you talk nonstop
- morally outraged you
- broke your heart
- disturbed you
- made you feel exceptionally smart
- opened a whole new world to you
- left you unsatisfied, there was so much more to discover
- puzzled you, something just didn't make sense

<b>Economics</b>		<b>Physics/Chemistry</b>	
<b>Computer Science</b>		<b>Music</b>	
<b>Languages</b>		<b>Mathematics</b>	
<b>Biology</b>		<b>History</b>	
<b>English</b>		<b>Film/Art</b>	

<p><b>Subject:</b> _____</p> <p><b>Question:</b></p>	<p><b>Subject:</b> _____</p> <p><b>Question:</b></p>	<p><b>Subject:</b> _____</p> <p><b>Question:</b></p>
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