

Sturgis Guide for the Extended Essay 2010-11

Assessment Criteria with Maximum Points for Each Section

| | |
|--------------------------------|-----------|
| A. Research Question | 2 Points |
| B. Introduction | 2 |
| C. Investigation | 4 |
| D. Knowledge and Understanding | 4 |
| E. Reasoned Argument | 4 |
| F. Analysis and Evaluation | 4 |
| G. Use of Subject Language | 4 |
| H. Conclusion | 2 |
| I. Formal Presentation | 4 |
| J. Abstract | 2 |
| K. Holistic Judgment | 4 |
| Total Points | 36 |

Word Count: 4,000 is the limit including the introduction, body, conclusion and quotations.

The word count does NOT include:

- Abstract
- Acknowledgments
- Table of Contents
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical or numbered)
- Footnotes or endnotes
- Bibliography
- Appendices

Structure of the Extended Essay

Listed here are the required elements of the extended essay *in order*.

Please note the order in which the elements are presented here is
not the order in which they should be written.

Title page

Abstract

Table of Contents

Introduction

Body (development/methods/results)

Conclusion

Bibliography

Appendices

Sample Title Page

The title of an extended essay makes the focus of the essay clear. Be exact.

The title does NOT need to be presented as a question.

Research Question should follow title.

The Marshall Plan's Effects on the Beginnings of European Integration

Research Question: To what extent and how did the Marshall Plan contribute to the beginnings of European integration (1947-1957)?

Hillary Clinton

001518 - 000

International Baccalaureate Extended Essay

History (field of study)

May 2011

Sturgis Charter Public School

Word Count: 3984

Abstract

This page follows immediately after the title page.

The abstract cannot be more than 300 words.

The word count must be listed at the bottom of the page.

The abstract is NOT an introduction and should be written last.
The minimum requirements for the abstract are to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusions of the essay.

The abstract may include all or some of the following features:

- A clear statement of the essay's purpose and the research question.
- A statement of the thesis or argument and an explanation of the structure for the development of the thesis argument.
- The conclusions reached.
- Discussion of the various sources used.

The abstract should be able to stand on its own. If your essay was lost, the reader of your abstract should be able to understand what your paper was trying to convey through your central argument and organization.

Table of Contents

This page follows immediately after the Abstract.

Example:

Table of Contents

| | |
|---|----|
| Introduction..... | 1 |
| Max Ernst's Art before World War II | 2 |
| Max Ernst's Art during World War II | 5 |
| Max Ernst's Art after the War | 10 |
| Conclusion..... | 12 |
| Bibliography..... | 14 |

Number all pages in the body of the essay beginning with the Introduction. Page numbers in the essay must match those listed here. *Do not assign page numbers to the Title Page, Abstract and Table of Contents.*

Introduction and Body of Paper

- The body may have subtitles, but does not have to do so.
- Each page should be numbered.
- Each page should give the student's number.
- Citations can be in-text or footnotes at the bottom of the page, correctly numbered and using the citation form appropriate to the subject matter, e.g. Turabian for History, MLA for English. If you are unsure which citation style to use, ask your advisor for advice. Online Citation Guides are available on the Reference Room home page.
- Remember to indent footnotes:

²Louis Verneuil, *The Fabulous Life of Sarah Bernhardt*, trans. Ernest Boyd (Westport, CT: Greenwood Press, 1972), 72-73.

- The most common remark by examiners is, "Source?" If in doubt, cite.
- All figures and data tables should have a number and caption:

Figure 5. The Great Mosque of Cordoba, eighth to tenth century.

Bibliography

Use a wide range of sources including books, articles and database resources.

- List only sources that are **cited** in the extended essay. The bibliography is arranged **alphabetically** by author's last name or title (in the case where no author is given). Note that the second line and all following lines of each bibliography entry should be indented.
- Any sources that were not cited in the essay but were important in forming the ideas for the paper should be mentioned in either the introduction or an acknowledgment.



Citation Guides

[APA](#)

[MLA](#)

[Turabian](#)

- Use the appropriate Citation Guide for the subject matter, e.g. Turabian for History, MLA for English. Be consistent. If you are unsure which citation style to use, ask your advisor for advice. Online Citation Guides are available on the Reference Room home page:

Example of Bibliography in Turabian Format:

WORKS CITED

Cech, Scott J. "World Grows Smaller, IB Gets Big: Amid Concern about Preparing U.S. Students for a Global Economy, the International Baccalaureate Program Is Catching on Fast." *State Legislatures*, February 2008, 20+. Database on-line. Available from Questia, <http://www.questiaschool.com/PM.qst?a=o&d=5026196662>. Internet. Accessed 21 September 2010.

Foust, Regan Clark, Holly Hertberg-Davis, and Carolyn M. Callahan. "Students' Perceptions of the Non-Academic Advantages and Disadvantages of Participation in Advanced Placement Courses and International Baccalaureate Programs." *Adolescence* 44, no. 174 (2009): 289+. Database on-line. Available from Questia, <http://www.questiaschool.com/PM.qst?a=o&d=5032863557>. Internet. Accessed 21 September 2010.

Suárez-Orozco, Marcelo M. and Desirée Baolian Qin-Hilliard, eds. *Globalization: Culture and Education in the New Millennium*. Berkeley, CA: University of California Press, 2004. Book on-line. Available from Questia, <http://www.questiaschool.com/PM.qst?a=o&d=105367367>. Internet. Accessed 21 September 2010.

Taylor, Mary Lee, and Marion Porath. "Reflections on the International Baccalaureate Program: Graduates' Perspectives." *Journal of Secondary Gifted Education* 17, no. 3 (2006): 149+. Database on-line. Available from Questia, <http://www.questiaschool.com/PM.qst?a=o&d=5019385658>. Internet. Accessed 21 September 2010.

IB Extended Essay—General Assessment Criteria Check-List

Read and answer the following questions as they apply to your IB Extended Essay. Tick a box with a ✓ if you answer yes to a question. If your answer is not a yes, then you've found an area for further work.

| Criterion [Marks] | Question | ✓ |
|--|--|---|
| A: Research Question [2] | | |
| | Have you written a research question (RQ) in the introduction that is clear in meaning? | |
| | Is the RQ sharply focused to allow for effective treatment in the essay? | |
| B: Introduction [2] | | |
| | Have you clearly demonstrated the context of the RQ? | |
| | Have you explained the significance of the topic and why is it worthy of investigation ? | |
| C: Investigation [4] | | |
| | Have you planned the investigation well ? | |
| | Have you carefully selected relevant material ? | |
| | Have you either gathered data and/or consulted an imaginative range of appropriate sources ? | |
| D: Knowledge and understanding of the topic studied [4] | | |
| | Have you demonstrated very good knowledge and understanding of your topic? | |
| | Have you clearly and precisely placed the investigation in an academic context , if appropriate? | |
| E: Reasoned Argument [4] | | |
| | Have you presented your ideas clearly and in a logical and coherent manner? | |
| | Have you succeeded in developing a reasoned and convincing argument relating to your RQ ? | |
| F: Application of analytical and evaluative skills appropriate to the subject [4] | | |
| | Have you applied appropriate analytical and evaluative skills ? | |
| | Have you applied the skills effectively and in sophisticated ways ? | |
| G: Use of language appropriate to the subject [4] | | |
| | Have you used language that communicates clearly and precisely ? | |
| | Have you used terminology accurately , with skill and understanding ? | |
| H: Conclusion [2] | | |
| | Have you stated an effective conclusion ? | |
| | Is your conclusion relevant to the RQ ? | |
| | Is your conclusion consistent with the evidence presented? | |
| | Have you included unresolved questions , where appropriate? | |

