



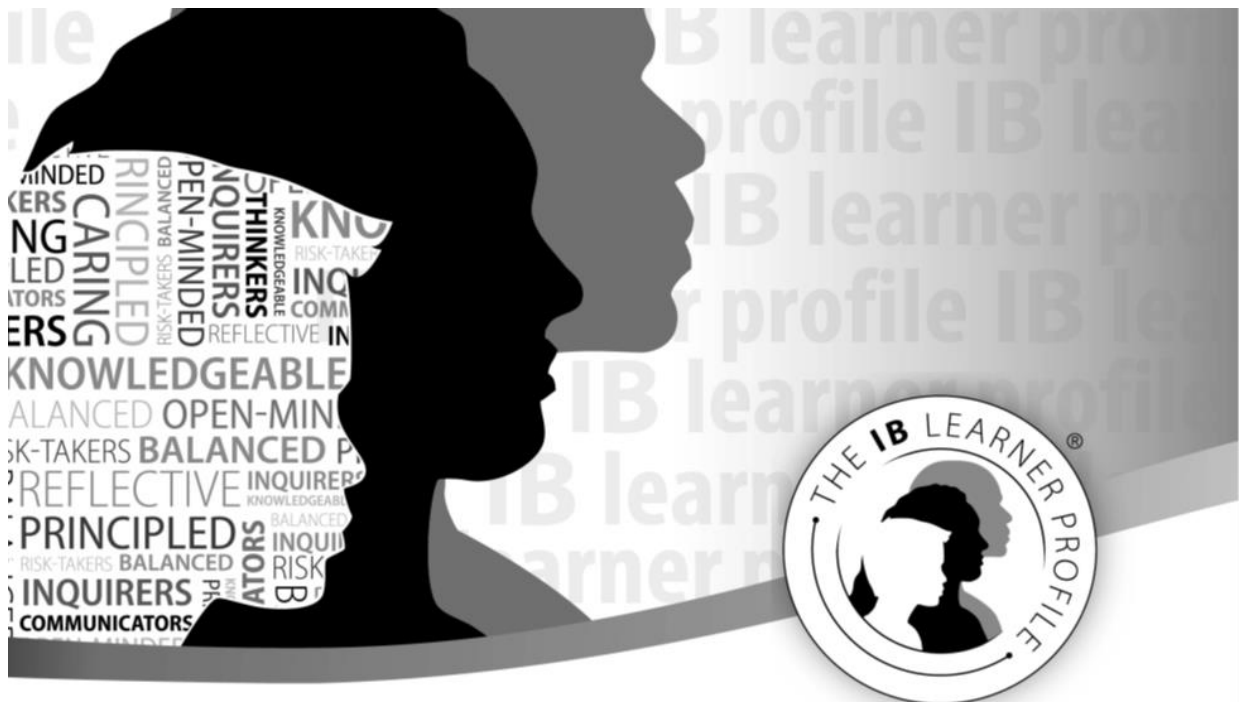
WILSON HIGH SCHOOL

INTERNATIONAL BACCALAUREATE

EXTENDED ESSAY GUIDE

CLASS OF 2025

**information in this packet was adapted or taken from IB extended essay guides published by the IBO*



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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The Extended Essay

The extended essay is a required component of the International Baccalaureate Diploma Programme in which you will undergo research and investigate a topic that is of special interest to you. The process will culminate in the writing of an essay modeled after a paper in an academic journal. The extended essay provides you with practical preparation for doing research and writing papers when you go to college. The extended essay process allows you to develop valuable skills in formulating an appropriate research question, communicating ideas, developing an argument, and the capacity to analyze, synthesize, and evaluate knowledge.

The following subjects are available for Extended Essays:

116	Language & Literature	295	Mathematics
128	Language Acquisition	303	The Arts
145	Individuals & Societies	351	Interdisciplinary Essays
239	The Sciences		

Regulations

- The IBC will register the topic of the EE with IBCA by November of the year of submission
- If the candidate changes his/her topic after it has been registered, the IBC must be notified immediately
- An Extended Essay submitted for assessment in a subject for which it was not registered may not be assessed
- The IB subject chosen for the EE does not have to be one of the subjects being studied by the candidate for the diploma, although IB advises that the student have a strong grounding of the subject
- The supervising teachers must not be related to the candidates they are advising

Malpractice

- The IBO defines malpractice as the attempt by a candidate to gain an unfair advantage in any assessment component
- Collusion is when a candidate knowingly allows his or her work to be submitted for assessment by another candidate
- Plagiarism is defined by the IBO as the submission for assessment of the unacknowledged work, thoughts or ideas of another person as the candidate's own
- In order to avoid charges of plagiarism, candidates must always ensure that they acknowledge fully and in detail, the words and/or ideas of another person
- The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the Extended Essay and another assessment component of a subject contributing to the diploma

The Extended Essay

A WORD TO THE WISE:

The Extended Essay is a 4,000-word research paper. It can be done on virtually any topic that is of interest to the student. You are going to be spending a lot of time researching this paper, so please listen carefully: **Select a topic that is of interest to you! Not of interest to your teacher...not the topic you think is the easiest, but a topic that you truly wish to pursue.**

If you do this, it will make all the difference in your EE experience.

OVERALL PROCEDURE

1. The Extended Essay is assigned in the junior year. The IBC/EEC will hold an in-service with all juniors regarding procedures.
2. Once the in-service has been held, **all juniors** will be expected to select a topic and a faculty advisor to work with on their paper. A list of teachers who can serve as advisors is available & organized by subject area online. [The link posted online GAWHS.](#)
3. Deadlines will be established between the student and his/her advisor. However, **all IB candidates will be expected to work on rough drafts of their papers during the summer. These drafts should be submitted to their advisors the first day of the new school year.**
4. Deadlines during the **senior year** will again be set by the EEC. However, **the final Extended Essay will be due from all candidates on the same day, January 31st. No exceptions!**
5. **All candidates will have three FORMAL meetings with their advisors during which they will reflect upon their Extended Essay process. These reflections will be WRITTEN into the Reflections on Planning and Progress Form (RPPF) and submitted to IB and evaluated as part of your Extended Essay score.**
6. All candidates will have their papers scanned for possible plagiarism by Turnitin.com. All students must submit an electronic copy of their paper to their advisor and TOK teacher.
7. The final Extended Essay will be uploaded to IB. Make sure you follow the formatting guidelines in this handbook.

RULES AND WARNINGS

This is very simple; don't plagiarize!

The plagiarism issue is a very serious one. It is not only the integrity of the individual student which is at stake here, but the integrity of the entire school. If IB has reason to doubt the integrity of your paper, the reputation of the school will be tarnished. It is better to submit a weak paper of your own research than it is to send one in that is polished, but a cheat.

Keep in touch with your faculty advisor!

Read the subject specific guidelines for the assessment of your paper. Your advisor has this. This is your paper; it is not the advisor's paper. **Advisors are not allowed to correct these or give you too much advice.** Take responsibility on your own. Check your work against IB's expectations.

What is the Procedure for the Extended Essay?

1. Select the subject area in which you wish to do your paper.

Pick a subject that interests you. IB highly recommends that you select a subject that you are studying for IB. Subjects should fall into the approved subject list. (See list elsewhere in this packet)

2. Formulate a precise research question.

Remember, you are investigating something. You are trying to seek an answer to a question, just like a science hypothesis. You are not writing a report. Your title **MUST** be phrased as a QUESTION.

- **Don't make your topic too narrow**
"Is there a central business district in Los Angeles?"
- **Don't make your topic too broad**
"Julius Caesar"
"Genetic Diseases"
- **Don't go off the deep end**
"What are the Origins of Extraterrestrial Life on Earth?"

Your advisor can make sure your topic is suitable, but **they cannot choose it for you.**

3. Select an advisor

- A list of teachers can advise the EE is posted on the Glen A. Wilson IB Website. They have indicated the areas they are willing to supervise. Check this list first.
- Fill out the Advisor Request Form you were given (check Canvas)
- Even if you have talked with a teacher and he/she has agreed to work with you, you must still fill out this form
- I strongly advise you to select second and third choices. Many of you will want to work with the same teacher, but there is a limit of two students per teacher except in certain areas of higher need
- The IBC will make every effort to match you to your first choice, but this will depend on demand for that particular teacher, the topic you have chosen and when you turned in your request to me

4. Meet with your advisor

- Once you have chosen an advisor, you must make an appointment to meet with him/her. This will vary advisor to advisor.
- The advisor will set up a schedule of deadlines with you. These deadlines may also vary from advisor to advisor
- You are expected to honor any schedule of meetings that you set up with your advisor

- You will have informal “check-in” meetings with your advisor along with THREE FORMAL REFLECTION MEETINGS which will be documented on a form that will be sent to IB along with your extended essay (see “Meeting with your Advisor” section).

5. Check out your resources early!

Will you be able to research the topic you have chosen? Have you found suitable reference material and a variety of sources? If it isn't there, you cannot do this topic. Some of your sources should be primary.

6. Based on the schedule you work out with your advisor, you will do the following before summer:

- Create a preliminary bibliography of resources
- Provide evidence of preliminary research with specific bibliography references
- Prepare a rough outline of your paper

7. Write a first draft over the summer between junior and senior year. No exceptions to this. Your rough draft will be due the day you come back in August.

8. Present your rough draft to your advisor

The advisor may comment on your paper, but they will not edit, correct or revise it. They give you advice; they don't grade

9. Finalize a title and the contents of the essay

The IBC will register your topic with IB so that an examiner familiar with your subject can be found somewhere in the world to assess it.

10. Submit a final draft for final evaluation by the advisor – your final paper will be submitted to turnitin.com to check for plagiarism via TOK.

11. Final extended essays will be uploaded to IB.

EXTENDED ESSAY FORMATTING GUIDELINES

- The candidate name or number **should not** appear on any of the pages of the extended essay including the title page.
- The title should be worded as a question.
- The essay should be formatted as follows:
 - Using Arial or Times New Roman font
 - Font size 12
 - Double-spaced
 - Numbered pages
- The extended essay should be saved as an acceptable file type:
 - DOC, DOCX, PDF, or RTF.
- The candidate's name or number CAN be used for the name of the file that will be uploaded. (FirstInitial_LastName_EE)
- The extended essay should be saved in an acceptable file size of no more than 10 MB, which still allows for high-quality images.
- All diagrams, maps, and tables must be digitally produced where possible to prevent excessive file sizes when included as part of the essay.

- Students should remember that the extended essay is to be modeled after a paper in an academic journal. Uploading of media other than the essay itself will not be allowed.
 - Appendices should NOT be used. Examiners are not required to read appendices, so material essential to the essay must always be included in the body of the essay.
 - The extended essay should be modeled on an academic journal/research paper which can exist and be understood on its own without the need to access external links or accompanying material such as DVDs.
- Extended essays should not exceed 4000 words. There is a penalty for exceeding the word count or using footnotes for anything other than references in order to circumvent the word maximum.

MEETING WITH YOUR ADVISOR

- It is YOUR responsibility to meet with your advisor. Please be considerate to your advisor and meet deadlines and attend scheduled meetings. Your advisor should not have to constantly nag you to come to meetings.
- You are required to have THREE FORMAL meetings with your advisor during which you will have a discussion and reflect upon your extended essay process. The first formal reflection session will take place near the beginning of the process, the second (interim) reflection session once a significant amount of your research has been completed and a final session (the viva voce) once you have finished and submitted your final extended essay. These WRITTEN reflections will be documented on the Reflections on Planning and Progress Form (RPPF) that will be submitted to IB and will form part of your overall EE score. **The completion of this form is a mandatory requirement of the EE. It must be submitted together with the completed EE for assessment under Criterion E.**
- In addition to your three formal meetings, you will have other “check-in” meetings as determined by your advisor. Please do not miss these meetings and be on time.
- PLEASE STAY IN REGULAR CONTACT WITH YOUR ADVISOR. PLEASE DO NOT MAKE YOUR ADVISOR OR Ms. Casey HUNT YOU DOWN TO ATTEND MEETINGS. The teachers are being very generous with their time to help you with your extended essay. Please be considerate.

Topics

Comparison of Good and Poor Topics

*Please remember that the NEW Extended Essay guidelines requires that your title be stated as a QUESTION.

ENGLISH

- “Religious Imagery in *Wuthering Heights*” **is better than** in The Brontes
- “The Portrayal of Women in the Works of Zola” **is better than** “The Works of Zola”
- “Existentialism in ‘*The Plague*’ and ‘*The Stranger*’” **is better than** “Existentialism”

BIOLOGY

- “The Effect of Detergent Toxicity on Certain Bacterial Strains” **is better than** “Detergents in the Environment”
- “A Study of Malnourished Children in Appalachia and the Extent of their Recovery” **is better than** “Malnutrition in Children”
- “The Detection of Tuberculosis in a Udine Hospital and a Study of this Illness in the Population of Udine from 1985 – 1990” **is better than** “Tuberculosis”
- “Histocompatibility in Organ Transplants” **is better than** “Organ Transplants”
- “The Effect of Banana Peel on Seed Germination” **is better than** “Factors Which Affect the Germination of Seeds”

CHEMISTRY

- “The Analysis of Red Dyes Present in Different Forms of Ketchup by Layer Chromatography” **is better than** “The Use of Chromatography to Separate Materials”
- “The Effects of Acid-free Chewing gum on the pH in the Mouth After a Meal” **is better than** “Acid-based Chemistry”
- “Spectrophotometric Determination of Trace Amounts of Lead in Drinking Water” **is better than** “Water Analysis”

MATHEMATICS

- “Prime Numbers in Cryptography” **is better than** “Prime Numbers”
- “Continued Fractions in the Birth-Death Processes” **is better than** “Continued Fractions”
- “Using Graph Theory to Minimize Cost” **is better than** “Graph Theory”

ECONOMICS

- “Unemployment in California” **is better than** “Unemployment in Europe in the 1990’s”
- “Do Interest Rates Affect Investment Decisions” **is better than** “The Third World Debt Crisis”
- “A Case Study of a Mexico Taxi Rank: Do Drivers’ Price Discriminate?” **is better than** “The Effect of Reforms in Mexico”

HISTORY

- “What does *Mein Kampf* tell us About Adolf Hitler” **is better than** “Adolf Hitler”
- “Use of Visual Arts in Fascist Propaganda” **is better than** “Fascist Propaganda”
- “An Analysis of the First Five-Year Plan of Mao and Stalin” **is better than** “Five-Year Plans in the USSR and China”

WORLD RELIGION

- “The Role of Creation Myths in Maori Religion” **is better than** “Mythology” or “Creation Myths”
- “Sufism: an Alternative Vision for Islam in Contemporary America” **is better than** “Mysticism in Islam”
- “Is the Mormon Church Christian? An Examination of Mormon Baptism” **is better than** “Mormonism”

The Paper

Checklist Requirements

Below is a brief overview of what components are required in an Extended Essay. Further details on each component may be found in the pages that follow.

I. The paper itself (4,000 words maximum – VERY STRICT. No minimum, however if your paper is less than 3500 words you've probably not gone into enough depth.)

- Introduction
- Body/Development
- Conclusion

II. Title Page (optional)

III. Abstract

- An abstract is **NO LONGER** required
- You will discuss with your advisor if you want to include an abstract
- If you do write an abstract, it will count as part of your 4000-word count
- If you do choose to write an abstract, please keep the following guidelines in mind:
 - Should not exceed 300 words
 - Thesis clearly stated
 - Research procedures, sources
 - Conclusion: what was the answer to your thesis?

IV. Contents Page

V. Illustrations

- Not required, but see rules if they are included

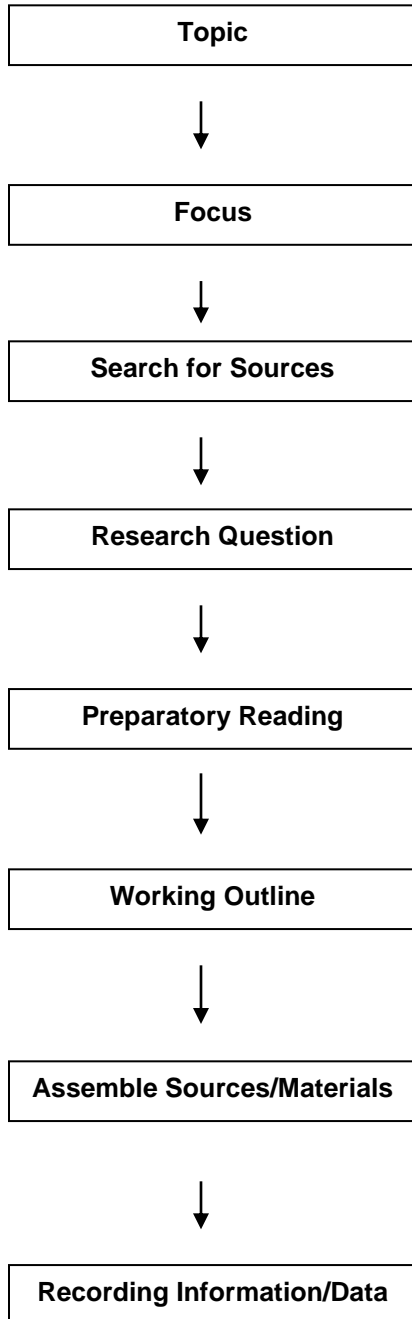
VI. References/Bibliography

VII. Appendices

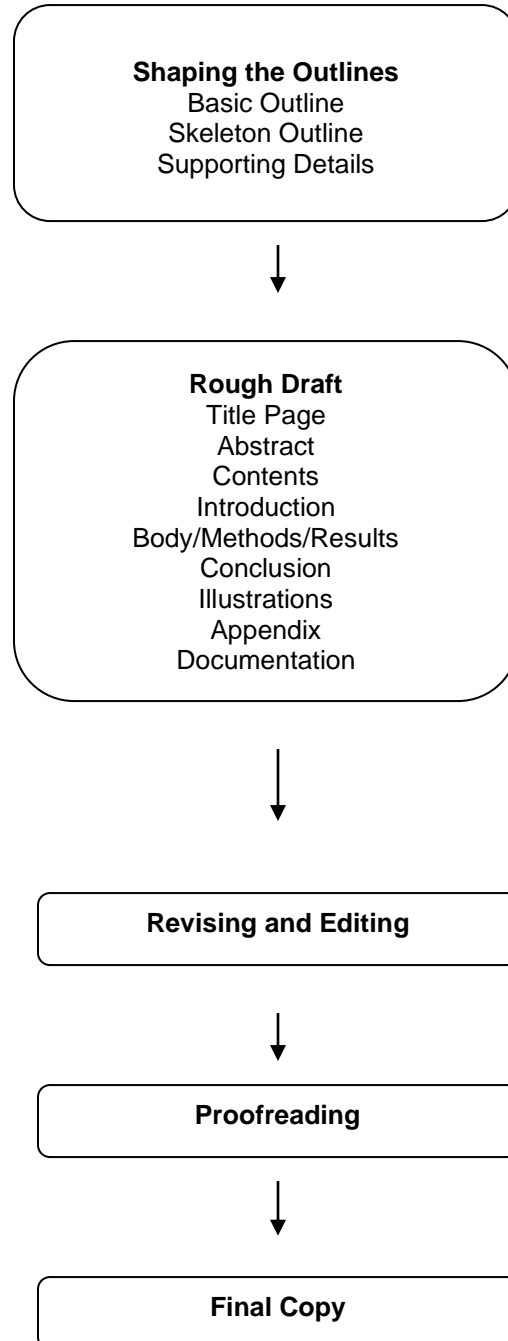
- **SHOULD NO LONGER BE INCLUDED**

The Research and Writing Process

Research



Writing



Adapted from: *Research and Communication Skills*,
Ottawa: Piperhill, 1996

Organizing the Essay

After careful outlining and drafting, it is likely that the majority of Extended Essays will follow a structure similar to that described below.

Introduction

The introduction should include:

- an indication of why the topic chosen is interesting, important or worthy of study
- some background information and an attempt to place the topic in an appropriate context
- an indication of whether the topic has been narrowed to a focus of more manageable proportions
- a clearly and precisely stated research question
- a clear concluding statement of the thesis and argument, i.e., the response to the research question that will subsequently be developed in the body of the essay

Body/Development

The essential feature of the major section, or body, of the essay is the systematic development of a convincing answer to the research question. The structure and the approach to this section will be shaped by the conventions of the particular subject in which the Extended Essay is being undertaken. Some subjects may require sub-headings for major sections within the main body. For example, scientific investigations will usually have separate sections for method and results. In some other subjects, however, sub-headings should be avoided because they disrupt the flow and unity of an essay.

Conclusion

The requirements of the conclusion are that it

- is clearly stated
- is relevant to the research question being investigated
- is substantiated by the evidence presented
- indicates issues, unresolved questions and new questions that have emerged from the research

Formal Presentation

The Extended Essay should be written in a clear, correct and formal style appropriate to the subject from which the topic is drawn. The paper must be word processed using the formatting guidelines previously mentioned.

The Length of the Extended Essay

The upper limit is 4,000 words for all extended essays. This upper limit includes the abstract (if included), the introduction, the body, the conclusion and any quotations, but does **not** include:

- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- in text citations/references/bibliography
- headings in the essay

Essays in excess of 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

Title

The title should provide a clear indication of the focus of the essay. It should be precise and **MUST** be phrased in the **form of a question**.

Abstract

AN ABSTRACT IS NO LONGER REQUIRED. IF YOU CHOOSE TO WRITE AN ABSTRACT, IT WILL BE INCLUDED IN THE 4000 MAX WORD COUNT.

For those of you who decide to write an abstract, it should not exceed 300 words. It does not serve as an introduction but presents a synopsis of the Extended Essay, and therefore should be written last. It is designed to allow readers to quickly understand the contents of the Extended Essay.

An abstract should state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the Extended Essay
- The abstract should be placed immediately after the title page.

Contents Page

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

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are well labeled and can be interpreted with ease. All such material which is incorporated into the Extended Essay must be directly related to the text and acknowledged where appropriate. The use of photographs and postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the Extended Essay.

References/Bibliography

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay that is derived from another source. A candidate's failure to comply with this requirement will be viewed as plagiarism, and will therefore be treated as a case of malpractice.

The bibliography or list of references should include only those works, such as books and journals, that have been consulted by the candidate. An accepted form of quoting and documenting sources should be applied consistently. The major documentation systems are divided into two groups, parenthetical in-text systems and numbered systems; either may be used, provided this is done consistently and clearly. It is good practice to require candidates to study a major style guide appropriate to the subject of the Extended Essay so that they can present their list of references professionally.

Each work consulted, regardless of whether or not it has already been cited as a reference, must be listed in the bibliography. The bibliography should specify: author's name, title, date and place of publication, and the name of the publisher, following consistently one standard method of listing sources. Possible examples are:

Peterson, A.D.C. *Schools Across Frontiers: the Story of the International Baccalaureate and the United World College*. La Salle, Illinois: Open Court, 1987.

Peterson, A.D.C. (1987), Schools Across Frontiers: the Story of the International Baccalaureate and the United World College, Open Court: La Salle, Illinois.

Institute for Aerospace Research (IAR). Flight Research. In *National Research Council of Canada (NRC)* [online]. 1996 [cited 1996-07-11]. Available from World Wide Web:
<URL:http://www.iar.nrc.ca/iar/fr_general-e.html>

Zieger, Herman E. "Aldehyde." *The Software Toolworks Multimedia Encyclopedia* Vers. 1.5. Software Toolworks. Boston: Grolier, 1992.

Bruckman, Amy S. "MOOSE Crossing Proposal." mediamoo@media.mit.edu (20 Dec. 1994).

Note: for personal e-mail listings, the address should be omitted.

Appendices

APPENDICES ARE NO LONGER ALLOWED.

The Use of Other Media and Materials

Materials in other media MAY NOT BE SUBMITTED. The extended essay should be modeled on an academic journal/research paper which can exist and be understood on its own without the need to access external links or accompanying material such as DVDs.

Videotapes

The use of videotapes as supporting material is **not** permissible.

Audiotapes

The use of audiotapes as supporting material is **not** permissible.

Assessment

What Else Do I Need to Know?

How important is the Extended Essay?

Updated August 2023

An IB candidate cannot get a diploma, no matter how high he/she scores on any of his/her exams, etc., without one.

How does it contribute to the awarding of diploma points?

A strong or superior Extended Essay may be used in conjunction with the scoring of the student's assessment in the Theory of Knowledge class for an awarding of up to three bonus points.

Students who do not turn in an essay or achieve in the elementary category of **EITHER** the Extended Essay and TOK paper will not receive the diploma.

Who grades the Extended Essay?

Extended Essays are graded by examiners appointed by the IBO.

How are they assessed?

Papers are assessed against a set of 5 criteria.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks: 6	Marks: 6	Marks: 12	Marks: 4	Marks: 6

Total Marks available: 34

Each essay is compared to Subject Specific guidelines which will be given to you by your advisor.

The total score will place the essay on a band in conjunction with Theory of Knowledge and determines the points awarded for these.

The band descriptors are:

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

Diploma Points Matrix for the Extended Essay and Theory of Knowledge

<u>Theory of Knowledge</u>							
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade N
<u>Extended Essay</u>	Grade A	3	3	2	2	Failing Condition	Failing Condition
	Grade B	3	2	2	1	Failing Condition	Failing Condition
	Grade C	2	2	1	0	Failing Condition	Failing Condition
	Grade D	2	1	0	0	Failing Condition	Failing Condition
	Grade E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	No Grade N	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

A candidate who, for example, writes a “**B**” Extended Essay and whose performance in Theory of Knowledge is judged to be a “**C**” will be awarded two (2) points, while a candidate who writes a “**C**” Extended Essay and whose performance in Theory of Knowledge is judged to be a “**C**” will be awarded one (1) point.

Candidates who fail to submit an Extended Essay or TOK paper or who submit the papers but receive an “**E**” on either paper will automatically fail and will not receive the IB Diploma.

SAMPLES OF EXTENDED ESSAY TOPICS

*This list has been generated over many years. Please remember that Extended Essay topics must now be stated as a QUESTION.

ENGLISH

- How does Vladimir Nabokov manipulate the reader's views on the sordid topics explored in *Lolita*?
- The motif of darkness explored by analyzing the use of figurative and literal darkness within a selection of Poe's works
- What is the role of music in Ann Patchett's *Bel Canto*?
- Clergyman in Jane Austin's novels
- A comparison of Huxley's *Brave New World* and Orwell's *1984*
- Women in the works of Oscar Wilde
- The portrayal of Joan of Arc in Shaw, Anouilh and Schiller
- Themes and stylistic devices from Dante in Eliot's *Wasteland*
- In what ways do the male authors of *Anna Karenina* and *Madame Bovary* seek to render their heroines sympathetic to audiences? Do they succeed?
- Portrait of a Mother and Daughter: a Look at Three Generations of Women in *Charm of the Easy Life* by Kaye Gibbons and *Hanna's Daughter* by Marianne Fredricksson
- Protagonists Against Oppression: a Comparison of Bradbury's *Fahrenheit 451* and Orwell's *1984*
- The Sanguine Struggle: a comparison of vampires in Stoker's *Dracula* and Rice's *Interview with the Vampire*
- Compare and contrast elements of the coming of age aspects of *Catcher in the Rye* and *The Perks of Being a Wallflower*
- The use of fear as a driving force in Irving's *The World According to Garp*
- The Meaning of Life: what science fiction tells us about our purposes in the universe
- Why bother with men? A study of Rochester in Bronte's *Jane Eyre*
- A study of elements such as color in Poe's *Masque of the Red Death*
- Misery and its effects on character and revolutions in *Les Miserables* and *A Tale of Two cities*
- The immigration experience as seen in the works of Amy Tan and Frank McCourt
- Satirizing authority in Burgess's *A Clockwork Orange* and Heller's *Catch 22*
- How and why is war glorified in *The Iliad*?
- The Roaring Twenties as portrayed in *The Great Gatsby* and *The Sun Also Rises*
- The role of marriage in Austen's *Pride and Prejudice* and Markandaya's *Nectar and a Sieve*
- Homer, meet Holden: comparing the protagonists of *Catcher in the Rye* and *The Cider House Rules*
- Comparing and contrasting the *Bible* and *Koran* creation stories
- Satori: the impact of Zen Buddhism on J.D. Salinger as reflected in his work
- How feminism is portrayed differently in Allende's *House of the Spirits* and the three works by Nicholas Spark
- The use of Dialogue and Inner Monologue
- A investigation into the use of perception in Camus' *The Stranger*
- A comparison of Christian write Peggy Stoks' portrayal of women in the *Bible*
- How did Thomas Hardy manipulate language to render his unsympathetic Heroine/Hero in *Tess of the D'Urbervilles* and *The Mayor of Casterbridge*
- The merit of Rumiko Takahashi's *Inuyasha* as a classic piece of literature
- What can be learned about the character of women from some of the lesser known figures in the Bible?
- Comparing Carroll's *Alice in Wonderland* and Miyazaki's *Spirited Away* through the liberation of the main character
- Will robots be our friends? Asimov's view on artificial intelligence in *I, Robot*
- How does Twain manipulate the story of Huckleberry Finn to create a revisionist picture of the south?
- How does the quest for immortality affect the character of Siddhartha in Hesse's novel?
- Does the original Star Wars Trilogy meet the criteria of mythology?
- Is Emma Bovary capable of loving anyone? (from *Madame Bovary*)
- The common strengths and independence of female characters in Allende's works
- The Biblical parallelisms, imagery, and allusions in developing the characters and their systems of belief in Kingsolver's *Poisonwood Bible*

- The evolution of relationships between men and women in Isabella Allende's writing career from a traditional structure of physical domination to a modern structure of consent and balance as shown between *The House of the Spirits* and *Daughter of Fortune*

HISTORY/GOVERNMENT/POLITICS

- To what extent were the political cartoons of the Progressive Era critical or approving of the three Progressive presidents?
- What have been the reasons behind the misperceptions of geisha in the west?
- Was the use of terror essential to keep the dictatorial powers of Stalin, Castro and Lenin?
- American immigration: Was the Golden Door actually open to everyone?
- The crash of Korean Flight 007; the Cold War controversies behind the 1983 crash
- The role of propaganda in the Holocaust
- The Midas within Newton: Newton's involvement with alchemy and its role in his *Principia*
- How has culture and religion affected Sikh marriage values?
- Extralegal or immoral: tactics used by the CIA
- Public opinion and the presidential philanthropist: how public opinion shaped the administration and post administration years of Jimmy Carter
- Suharto: corruption within the modern day dictatorship
- Blood on the rice field: The causes of the February 28th Massacre and White Terror in Taiwan
- Taft, Wilson or Roosevelt: which president most fulfilled the promises of the Progressive Era?
- The role of the potato in Great Britain, the U.S., France and Ireland
- Why McCarthy targeted the Hollywood Ten over other elements of society
- One family's journey of survival through Japanese colonization and the Korean War
- Mythology: the earliest archetypes
- The magical realism of colliding cultures
- Eisenhower and the Cold War: were his policies in the Middle East and Latin America a success or failure?
- Why student groups in the 1960's opposed the Vietnam War
- To what extent can Juan Peron be regarded as a paradoxical character?
- The debate over expansionism when the U.S. took control of Cuba and the Philippines in the 20th century
- An investigation into the role of Edward Teller in the Strategic Defense Initiative
- What factors allowed Boss Tweed to ascend power and virtually control all of New York City?
- Propaganda: the Vietcong's most lethal weapon
- To what extent did Andrew Carnegie's exploitation of steelworkers compare with his philanthropy?
- What went wrong in the attempt to free the Iranian hostages?
- To what extent were the post-Civil War reconstruction efforts a success or a failure?
- The failure of the Soviet economy under Stalin: a comparison to the capitalist system
- The mentality of the members (including women) of the KKK: motivations, economics and social emphasis
- Was FDR's New Deal revolutionary or conservative?
- What motives drove Nixon's rapprochement with China? Was it successful?
- An oral history of one student's family experiences in Communist China
- To what extent were the accusations of Joseph McCarthy concerning the allegiance of officials justified?
- To what extent was Reagan's support of the Contras of Nicaragua during the Iran Contra unconstitutional?
- Was China or Britain a better ruler of Hong Kong?
- What were the physical and mental effects of the dropping of the Atomic Bomb on Hiroshima's people?
- Who was Ayn Rand? A study of the events in her past which led to her philosophy
- Japanese war crimes: why hasn't Japan assumed full responsibility for its atrocities in WWII?
- Denial of civil liberties in wartime: how does this contradict America's democratic message?

- Science and the Roman Catholic faith: the conflict between faith and science in the church's history
- The effect of German reunification on the rest of the world
- How did the movie industry in the 1930's provide temporary relief during the Great Depression?
- The role of Joseph Stalin in the advancement of the Soviet Union
- Was the United States justified in using the atomic bomb on Hiroshima and Nagasaki?
- An analysis of the Japanese involvement in the massacre of Chinese in WWII: why it is more controversial than the Jewish Holocaust.
- Was Abraham Lincoln a racist?
- Downfall of communism in China due to the divergence from the original doctrines of Marx
- Why didn't the American public support the Vietnam War?
- The motives for dropping the atomic bomb on Japan were more diplomatic than militaristic
- The economic failures which led to the fall of the Soviet Union
- Sadat and Nasser: a comparison of their respective foreign policies
- Five Chinese women in Los Angeles recount their American experience: do the gains exceed the sacrifices?
- The positive aspects of Chinese Communism
- The Nuclear Age
- An analysis of Augustin de Inturbide's motivations for Mexican Independence
- Why should the U.S. significantly limit and end the use of weapons of mass destruction
- Was the collapse of the Soviet Union attributable to the foreign policies of Reagan or internal policies of Gorbachev?
- The use of the cult of personality in maintaining Joseph Stalin in power
- How the U.S. and the Allies responded to the news of the Holocaust and the priority they placed on rescuing European Jews
- How did the involvement of China and the U.S. in the Korean War change the purpose of the war?
- Who has the better claim on Taiwan? The current Taiwanese government of The People's Republic of China?
- What was the definitive role of Gaius Marius in causing the fall of the Roman Republic
- Eleanor Roosevelt's development as an active crusader in the rights of women
- The American and British paratroopers' contribution to the success of the Normandy invasion
- Were the ordinary German people to blame for their actions during the Holocaust?
- Exploring the limits of democracy using evidence/example of Henry Kissinger and Otto von Bismarck

WORLD RELIGION

- Hinduism: a monotheistic or polytheistic religion?
- Reincarnation: the pervasive notion of rebirth found throughout diverse cultures
- Does Tibetan Buddhist philosophy correlate exactly to the Jungian idea of the Archetypes, especially the anima and animus?
- Investigating the reasons that Catholics and Protestants have different Bibles
- Does the Church of Scientology provide a valid religion
- A study of the Reincarnation Doctrines of Hinduism and Christianity

PSYCHOLOGY

- "What are the contributing factors that may cause anorexia nervosa"
- "What is the effectiveness of alternative treatments to depression"

- “What are the effects of deviant colors in the perception of food”
- “Multiple levels of analysis: Interaction between nature and nurture (are you who are because of your DNA or because of the environment you were born into)
- Dreams: the royal road to the unconscious mind or wishes your heart makes?
- Can blind people dream?

ECONOMICS

- Why would the National Football League salary cap be better for Major League Baseball?
- Microsoft Windows vs. Linux: Giants at War
- Ebay: Success and Role in E Commerce
- An economic analysis of and comparison between hydrogen and petroleum as energy supplies
- How would the development of gambling facilities affect the city of Hacienda Heights?
- An examination of how JVC’s VHS prevailed over Sony’s Betamax in monopolistic competition
- The Opium Wars role in leading to conditions which led to communist revolution

MATHEMATICS

- Application of probability for success in Texas Hold ‘em Poker
- An analysis made in the attempted proofs of Euclid’s Fifth Postulate not present in non-Euclidean geometry
- Roulette and the application of probability and basic function
- The Intrigue of the Underpinings of Calculus
- Alice in Mathland: applications of math to *Alice in Wonderland*

SCIENCE

- The effect of temperature on the chirps per minute of male *Gryllus assimilis* (Field Cricket)
- The AIDS epidemic in America; A study on the efficacy of the government’s response
- The validity of the arguments for evolution
- A study of the economic structure of health maintenance in the U.S.
- To what extent is intelligence inherited?
- What led California to the use of gasoline containing methyl tertiary butyl ether and how effective is it?
- What biological properties of *neisseria meningitides* allowed it to be potentially very deadly?
- To what degree could the great apes’ use of Amesian and other artificial communication devices be considered language?
- Does Ritalin improve the reaction of children ages 5-12 who suffer from ADHD?
- The effects of sleep apnea on patients and on their ability to drive safely
- The Link between NIDDM and Genetics
- Gender intelligence: the differences between female and male intelligence
- Astrology and Jung: do astrological influences shed light on human activity?
- Why we Dream
- The flaws in evolution: problems with the biochemistry, fossil and embryological evidence
- To what extent is hydrogen fuel cell the best option in decreasing global warming?
- Mammography Screening: does it do more harm than good?
- An ethical argument against stem cell cloning
- An analysis of the serial endosymbiont theory as the leading theory of evolution of Eukaryotic cells
- Stem cells and the government: should funding be allocated to research?
- The connection between sleep deprivation and depression in WHS IB student
- The benefits and essentiality of cloning, stem cell treatments and gene therapy on cancers
- Canine domestication: man’s gift to his best friend, the dog
- Stem cell research as an advancement on improving health according to experimental results

- Is nuclear fusion as a fuel a feasible solution to our current and future energy needs?
- Do dogs dream?
- How being heterozygous for sickle cell anemia affects falciparum malaria in people of African descent
- Fibonacci numbers and their recurrences in nature
- The projected future of photovoltaic systems
- Investigating the flaws in evolution
- Why isn't NikolaTesla as well recognized as Thomas Edison?
- Technological benefits of cloning and the ethics behind it
- The association between ovarian cysts and ethnicity in LA County
- Edmonton to the rescue! The cure for Diabetes?
- Turning back time: Introducing telomerase to extend telomeres of human liver cell DNA to fight liver deterioration
- Significance of antinuclear antibodies from a clinical laboratory standpoint
- The differences and similarities in embryonic and adult stem cells in research

Extended Essay Student Timeline

Junior Year

October/November

- EE Retreat and Introduction to the EE
- Research potential topics. Remember, it is best to choose a topic in a subject that you are studying for IB
- Search for potential sources

April/May

- EE Advisor must sign and turn in the EE advisor form (Completed by student, signed by teacher advisor) – **Due May 1st**
- Write potential research questions
- Contact and set up a meeting with your advisor
 - Present research question
 - Discuss summer timeline, research tools

Summer between Junior and Senior year

- Research topic
- Generate list of resources
- Complete Outline – **DUE Aug 16th to Casey AND August 23rd to Advisor**
- Contact advisor as needed via email

Senior Year

August

- Submit Outline to Casey on the **First week of school (8/16)**
- Submit Outline to Advisor on **August 23rd**
- Begin Drafting Essay

August 26 – 30th – FORMAL REFLECTION MEETING #1 with advisor

- **Meet to discuss outline, plans, process that occurred over the summer**
- **Meeting Date** _____

September/October

- Draft Extended Essay
- Continue researching
- **Rough Draft Due to Advisor October 31st**

November – December

November 4th – 8th :

- **FORMAL REFLECTION MEETING #2 with advisor:**
 - **Meet to discuss draft, process, progress, needs**
 - **Meeting Date** _____
- Make revisions to paper

January 31, 2025 – Final paper due

- Submit paper to advisor in electronic format to be run through Turnitin.com (Casey)
- Submit printed copy to Advisor
- **Set up appointment with advisor for the Viva Voce and final FORMAL REFLECTION MEETING**

February 10th – 14th:

FINAL REFLECTION MEETING #3 (Viva Voce) date _____