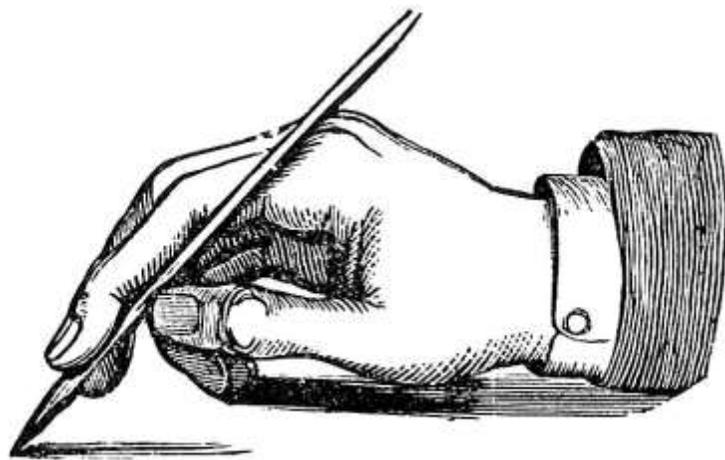


EXTENDED ESSAY MANUAL

A guide for the IB Student

Compiled by Linda Bayless

2015



The Extended Essay

The extended essay provides motivated students the opportunity to explore a topic of their own choosing. The essay may run about 3,700 words, containing no more than 4,000. While a paper of this scale may sound daunting, you may find that if you have chosen a topic that involves the study of interest to you, 4,000 words comes as an unfortunate limitation. The key to making the extended essay a rewarding experience is to select a topic you can love while still a junior and making a commitment to complete the work on the timeline offered.

Referring to the IB Extended Essay Guide is essential to understanding the specific expectations IB has of you as you pursue this project. The IB Extended Essay Guide, along with this manual, will break down the requirements in detail and set goals that you are to meet from the start to the finish of your project.

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International Baccalaureate Organization Mission Statement

The International Baccalaureate program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, government, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences can also be right.



Getting Started

Curiosity stands out as a prominent quality of intelligence. As intelligent people, I trust some topic or topics intrigue you. Given the chance, you would like to explore and delve into the topics more deeply. The mission of researching on behalf of completing your extended essay may provide just the impetus you need to carry out such exploration. Consider, for a moment, what topic you would love to explore.

While you consider the possibilities, acknowledge a few limitations that may configure your choices. These limitations include

- Relevance of topic
- Availability of resources
- Size of the essay
- Your ability to sustain enthusiasm for the topic

Consider that you do not live in a region where it would be so practical to study the nature of some rainforest species of frog. You do, however, live in the Sonoran Desert, where the biological features of the landscape are unique and interesting.

Spurring curiosity....These can come from a wide range of sources and experiences, including something read in a book or journal, something watched in the news, or a theater performance or gallery exhibition you attended. Perhaps there is a cause or a social issue for which you have passion... this may well-serve your enthusiasm to pursue a challenging study and to complete a fine essay.

Eventually, your cerebral roaming will lead you to questioning something you find. Some possible questions that come to my mind follow: How did Rosy the Riveter influence the feminist movement in the United States? Why did the Civil Rights movement gain such force in the 1960s in the United States? To what degree does romantic love have a biochemical basis? What role does physics play in the games played by a pool shark? How did the U.S Government's killing of sheep impact the art of weaving among the Dine People? Could an asteroid hitting the Earth inject pathogens into our midst? Ok, the last one was a bit out there, but here are some samples from IB land itself: HOW effective has the Monetary Policy Committee been in controlling UK inflation? Does classical music, rock music, or silence in any way influence memory?

A question must offer the writer a narrow scope through which to view a topic so as to examine some intriguing aspect with great intensity. Such a question tends to lead to the more successful essays.

The Next Step

Graze data banks, the Internet, the library as you contemplate what you must do to inform yourself on your topic.

Reflect carefully on the topics you entertain so that you can make a firm commitment to a topic and sustain enthusiasm for the topic over the course of many months.

Once you have done this, obtain more information from journals, articles, and specialists to whom you have access.

Eventually, you will turn in one of your first extended essay assignments, and it will include the following information:

Topic:

Research question:

List of at least four resources:

NHS staff you have selected as a supervisor. You must obtain permission from this individual and a signature confirming this relationship. (A supervisor spends from 3-5 hours interacting with you regarding your topic.)

The Supervisor:

You must select a person on staff at Nogales High School who will supervise the progress of your Extended Essay. You do well to select a faculty member who has some expertise related to your topic. When you submit your topic and information on the plans you have for your research, you will also provide the name of your supervisor along with a signature clarifying that the individual has consented to your request for supervision.

Responsibilities of the Supervisor:

The following comes from the Extended Essay Guide. Copyright: International Baccalaureate Organization 2007.

It is required that the supervisor:

- Provides the student with advice and guidance in the skills of understanding research
- Encourages and supports the student throughout the research and writing of the extended essay
- Discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- Ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues
- Is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to the student
- Reads and comments on the first draft only of the extended essay (but does NOT edit the draft)
- Monitors the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity
- Submits a predicted grade for the student's extended essay to the IBCA
- Completes the supervisor's report (if the extended essay cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school)
- Provides an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances
- Writes a report and presents it to the school's Diploma Program coordinator if malpractice, such as plagiarism, is suspected in the final draft.

It is **STRONGLY RECOMMENDED** that the supervisor:

- Reads recent extended essay reports for the subject
- Spends between three and five hours with each student including the time spent on the *via voce*
- Ensures that the chosen research question is appropriate for the subject
- Advises students on:
 - Access to appropriate resources (such as people, a library, a laboratory)
 - Techniques of information-/evidence-/data-gathering and analysis
 - Writing an abstract
 - Documenting sources

Ethical Guidelines for extended essays research and fieldwork

Source: International Baccalaureate Organization 2011

The following guidelines apply to research and fieldwork in all extended essays.

- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

ACADEMIC INTEGRITY!!

WHAT IS PLAGIARISM? Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

ACCORDING TO THE MERRIAM-WEBSTER ONLINE DICTIONARY, TO "PLAGIARIZE" MEANS:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

BUT CAN WORDS AND IDEAS REALLY BE STOLEN?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

Overview of Form & Content for the Extended Essay.

Source:

O'Farrell, Finbar. *Extended Essay*. Cardiff: International Baccalaureate 2010.

What follows should provide a solid introduction to the requirements and content of the extended essay. The IB program publishes an extended essay guide that further clarifies expectations of what an extended essay should contain and offers guidelines and specifics according to topics, such as “Film,” “Chemistry,” “Biology,” “Design Technology,” and more. Access this online.

Title Page

This is the first and front sheet of your finalized essay. Please refer to pages 7 and 8 for examples.

Include the following on your title page:

Title of your paper

Research question

Your name and IB identification number

Date or exam session

Table of Contents

Your table of contents needs to accurately show the contents of your essay and the location of work in your essay including the works cited page. Where applicable, you may include the location of appendices and tables.

Abstract

This must remain under 300 words in length. We recommend you write the abstract after you have completed the first draft and no sooner. In the abstract, you tell the reader what you have accomplished and how you worked through the process of your research. To receive full credit for this area, the abstract must contain the following essentials:

Research question

How you conducted your research

What you concluded

Introduction

This section must include the research question. Explain why this question is worth researching and investigating in the introduction. Describe what authorities and others have said about the topic and establish what is already known. For instance, you may refer to important books and articles written relating to your topic. In this way, you provide context for your research.

Body

Provide background. Describe theories, your experimentation or exploration of your topic. Explain. Provide basis for inquiry. Explore. Incorporate proof. Convince.

The forgoing contains many imperative verbs that relate to the work you do to provide the fine work you will accomplish as you proceed with your essay.

The Body of your essay is where you “cut to the chase.” The work in here will vary with the topics broadly and you will refer to the Extended Essay Guide compiled by the IB program for more information on what you ought to include in the body. Refer especially to “Treatment of the Topic.”

Remember, in these essays, *depth* is rewarded far more than *breadth* is.

>>Investigation

Your investigation will vary greatly depending on the topic selected. How you would investigate a topic in the category of history would differ strongly from how you would investigate a topic in the realm of physics. The Ib guide should provide you with further support on what you might contain in this section. Examiners who evaluate this section of your essay will look for you to demonstrate a sense of planning for your investigation, the use of a range of relevant resources, how and what data you obtained and how well all this relates to your research question.

According to the *Extended Essay* book used as a source for this manual, “Make sure you access different types of resources and that you write about the strategies you used to find useful data or information” (O’Farrel 48).

>>Argument

This consists of the basic process of how you addressed your research question. Here, you convince the reader that the findings of your investigation follow logical steps and therefore have validity.

Note the basic structure of an argument:

- Take a position
- Present reasons, evidence, and other information that supports the position taken
- Draw a conclusion, making clear how the conclusion is drawn from the evidence you provide.

The process becomes more complex as the research examines and analyzes the topic in greater depth. A conclusion may be drawn that serves as a basis for another position.

You may also prove why a conclusion is drawn by some other research is incorrect. Careful proof-reading is of paramount importance here to make sure the reader can follow your line of reasoning.

Finally, keep an open mind about your findings. Ask yourself, “Is there room for alternative interpretations of the evidence I have presented? (If there is then it is better to point this out yourself rather than have the examiner notice it and come to the conclusion that you did not!)” (O’Farrell 31).

Conclusion

You may have reached partial conclusions in the body of your essay. Draw these together in your conclusion. The conclusion must be well-connected with the research question that is repeated here. Refer to the evidence you presented and to what conclusion this evidence leads.

General Comments

Your essay must not exceed 4,000 words. Most successful essays run from 3,500 to 3,800 words. During the time of your second and third semesters as IB students, we will review successful as well as unsuccessful extended essays. IB also provides essays with examiners’ comments as well as summaries of recent essays, their flaws and their gems. These are all useful to us and we make use of them during days designated for study of the Extended Essay. In your senior year, I provide you with several sessions when you grade essays using IB rubrics. Rubric is included in this manual. This offers you practice and experience that will come in handy as you assess and edit your own work.

Sample EE Title Page

Censorship as a Political Weapon:
An analysis of Free Speech violations
During the Civil Rights Movement,
1954 – 1964

Brionna Harder
Candidate #: 000475-016
Word Count: 3864
December 16, 2009
History M10

Sample EE Title Page

Use of Urban Life as Metaphor in the Novels of Charles Dickens

Brionna Harder

Candidate #: 000475-016

Word Count: 3624

December 16, 2009

Group 1: English A1 - M10

Drafting a Preliminary Outline

There are two main kinds of outlines: Topic outlines and sentence outlines. A topic outline is made up of key words or groups, while a sentence outline is made entirely of complete sentences. Both kinds are acceptable. Use the type that will best serve your needs for organizing material and drafting an essay.

A paradigm of an outline follows:

Topic Outline: Working Title of Paper here (Centered.)

Working Thesis: (This may change as you find more data and evidence.)

I first main point (This may typically involve some sort of background or intro information)

- A. Important Sub-point
- B. Important Sub-point
- C. Important Sub-point
 - 1. Relevant example
 - 2. Relevant example
 - a. explanation
 - i. detail
 - ii. detail
 - b. explanation

II Second main point

- A. Important Sub-point
 - 1. Relevant example
 - a. explanation
 - b. explanation
 - 2. Relevant example
- B. Important Sub-point

.....
General rules for outlines

1. Alternate numbers and letters
 - Use Roman numerals (I, II, III, IV and so forth) for main topics
 - Use Caps for sub-points
 - Use Arabic numbers (1, 2, 3, etc.) for examples
 - Use lower-case letters for details
2. Maintain parallel structure. Do not mix topic and sentence outlines. All entries should be phrases or sentences.
3. For any point, make at least two subdivisions underneath or none, since it is impossible to divide a whole idea into only one piece.

Sample Outline: Topic and sentence type

Topic Outline: The political Message of John Steinbeck's *The Grapes of Wrath*

Working Thesis: The purpose of this paper is to show that Steinbeck's novel expressed a strong political message; it warned that exploitation of migrant workers would cause them to rise up as a group against their oppressors, the state, and the wealthy landowners.

I The historical background of the migrant situation

- A. The Dust Bowl of the 1930s
- B. The migration to California
- C. The nature of California agriculture
- D. The living conditions among the migrants
 - 1. Low pay
 - 2. Safety issues
 - a. farm and field equipment
 - b. lack of local resources
 - i. doctors and local hospitals
 - ii. transportation
 - 3. Extended workweek

II. Steinbeck's opinions about the migrant situation

- A. Steinbeck's publication of *The Blood is Strong*
- B. Steinbeck's descriptions of migrants' lives
- C. Steinbeck's warning about the consequences of exploitation

III. Steinbeck's message about the migrant situation in *The Grapes of Wrath*

- A The Joads as self-absorbed, passive victims
- B. the Joads as active agents of change
- C. The conclusion of the novel as a warning
- D. the title of the novel as a parallel between the migrant system and Babylon

Here is how the last section would look as a sentence outline:

III. What was Steinbeck's message about the migrant situation in *The Grapes of Wrath*

- A. The Joads began their time of struggle as self-absorbed, passive victims
- B. During the struggle, the Joads became active agents of change.
- C. The conclusion of the novel is a warning.
- D. The title of the novel draws a parallel between the migrant system and Babylon

EXTENDED ESSAY CHECKLIST ~~~~~ Can it be done?

	ACTION	CHECK
1	Is the essay within the limit of 4,000 words?	
2	Is there a Table of Contents page?	
3	Are all the pages numbered?	
4	Are all diagrams, charts, and graphs indexed and labeled and sources referenced where applicable?	
5	Does the works cited page specify author(s), title, date of publication, and publisher in every reference?	
6	Are all references cited consistently and correctly, both in the body of the essay as well as in the Works Cited page?	
7	Does the Works Cited page include all and only works of reference you have consulted?	
8	Does any Appendix contain only relevant information?	
9	Are all references to any Appendix clearly cross-referenced and labeled?	
10	Is your research question/thesis reflected in the title of your EE?	
11	Is your research question/thesis stated clearly in your introduction?	
12	Is your research question/thesis stated clearly in your conclusion?	
13	Does your Conclusion address unresolved questions or any new questions that have emerged?	
14	Is your abstract within 300 words?	
15	Does your abstract contain the research question, the scope of your investigation and the conclusion you have reached?	

Source: Marc Van Loo/Keven Morrey, *Implementing the Diploma Programme*. Cambridge University Press 2004, (page 210)

Assignments for IB candidates graduating in 2017~~~

Precise dates needed for Senior year.

Junior Year ---

1. March 1, 2016

Topic selection, based on Extended Essay Guide -- 35 points
research question

Description of how you will carry out research to answer your question.

2. March 30, 2016

Formalized Proposal for research. You may revise what you have offered in the previous assignment. Now, it is time to commit.

Topic selection

Research question

Plan for carrying out research

Four resources, at least, must be listed

Supervisor named who must place a signature on this assignment.

200 words.

3. April 15, 2015

Typed, 200-word summary of what you have accomplished thus far to complete your research and gathering of data for your extended essay.

Include time and date of last meeting with supervisor.

4. Outline

May 4, 2016

Create a bare-bones version of this early and use it as a file for your information. That will become extremely helpful one you accumulate a large volume of information. Give me a copy of this by May 4.

Senior Year

1. Comprehensive outline. This must include a layout for all parts of the written paper. For instance, you will designate where an appendix will lie and what the contents will be even if you have no data for it yet.

2. First draft of EE due in September.

3. Second draft of EE due in October

4. Third draft of EE due December 1, 2016 to Mrs. Valenzuela, IB Coordinator.

IB iv/English/Bayless First Draft of Extended Essay DUE SEPT.

You must hand in the following work by Sept. 30 of your senior year. If you are absent that day, you must send this to me by email (lbayless@nUSD.k12.az.us) and copy jvalenzuela@nUSD.k12.az.us by the end of the school day.

Below, I have listed items that are due and the point value for each.

I. Structure

___ **OUTLINE.** Updated and comprehensive outline that corresponds with the first draft.

II. First draft

Word count for this draft should come to around 1,500 – 2,000

___ **Research question.** (20) This may run two sentences. It should make clear that an answer to this question will provide a sound thesis statement.

___ **Table of Contents** (10) This may be rough at this point and need not include page numbers. Do include such things as tables, interviews, special features that you include in your paper as well as the elements of the paper listed here.

___ **Abstract.** (40) Make this a solid page that tells the reader precisely where you intend to take the audience. Make your promises here.

___ **Introduction.** (40) Introduce topic, circumstances you faced and are facing, the considerations of the research you are conducting.

___ **Investigation.** (30) Describe what you explored and where your explorations led you.

___ **Argument.** (30) As you made your explorations, you gained assorted information about your topic. Take the relevant information from your experiments and exploration and shape it into your hypothesis. Back your claims with your findings.

___ **Conclusion.** (20)

___ **List of sources** (10)

___ **Date of most recent interaction** with mentor and a few sentences to describe what you accomplished together. (10)

Second draft is evaluated using IB rubric on the following page.

Third draft is checked for completion.

Title of Essay [_____]

Student Name: _____ Total points ____ of 36 maximum

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 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 connections 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 question context is clear as is 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 of 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	Essay demonstrates no real knowledge or understanding of topic studied
1	Some knowledge demonstrated but little understanding of the topic studied. Little awareness of an academic context for the investigation is shown.
2	Essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation
3	Essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation
4	Essay demonstrates a very good knowledge and understanding of topic studied. Where appropriate, the essay clearly and precisely locates the academic context.

E. Reasoned Argument – *assesses extent to which essay uses research or material collected to present ideas logically and 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 systemic 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 and 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 subject – *assesses extent to which student applies appropriate analytical and evaluative skills in the subject area*

Achievement

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

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

Achievement

Level	Description
0	Language is inaccurate and unclear. No effective use of terminology appropriate to subject
1	Language sometimes communicates clearly but not consistently. Terminology is only partly accurate
2	Language and terminology usually communicate clearly and accurately.
3	Language communicates clearly. Terminology is accurate, although there may be occasional lapses.
4	Language is clear and 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 the 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, illustrations, 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) 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 three elements

K. Holistic Judgement – *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

Student _____

Teacher _____

Consent Form

Parent information

As a parent/guardian of a senior at Nogales High School, I am aware that my son/daughter must complete and earn a passing grade on the extended essay in order to earn the International Baccalaureate Diploma. He/She has my permission to complete this project, and I agree to release Nogales High School, Nogales Unified School District #1, and its employees from any and all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the creation of the extended essay.

Parent/Guardian (please print)

_____ Date _____

Mailing Address: _____

Business Address: _____

Phone Numbers: Work: _____ Home/Cell: _____

Email: _____

Parent/Guardian Signature