



# A Student Guide To Writing the Extended Essay

**Richard Montgomery High School**  
**International Baccalaureate Magnet**  
Class of 2016 Extended Essay Guide

## **EE Introduction**

*Don't think of the Extended Essay as torture. I mean, it is torture, but don't think of it that way. Think of it as an opportunity to investigate something about which you care deeply! Take advantage of this chance to explore a topic in which you have a great deal of interest - you don't get these chances often. This guide will help you through that process. And if it doesn't help you through that process, then we've just wasted a whole bunch of time putting this thing together.*

**This Guide Book Belongs to:**

---

**My EE Advisor is:**

---

**IF FOUND, Please return this guidebook to Ms. Day, the Extended Essay Coordinator, in the IB Magnet Office, Suite 200.**



**"MY TERM PAPER HAS HYPERTEXT LINKS, FULL-SCREEN VIDEO CLIPS, ANIMATED FONTS, AND AWESOME 3D SPECIAL EFFECTS. . . NOW ALL I NEED IS A TOPIC."**

## **ACKNOWLEDGEMENTS**

Portions of this manual were developed by Duke University librarians. An updated version of this information (designed for university students) can be located on the web at <http://www.lib.duke.edu/libguide>. Permission was sought to modify the original web documents for use in this manual on 1/10/05 and granted on 1/12/05.

Portions of this manual were developed and refined by Sharon Vansickle, Ph.D., Librarian at Riverdale High School Fort Myers, FL. Permission to use her materials was granted on 12/10/09.

Portions of this manual were developed and refined by Jo E. Johnson, Theory of Knowledge and Extended Essay instructor at Richard Montgomery High School, Ms. Hoover, Magnet Coordinator, and other Richard Montgomery ToK teachers and staff; most recent updates were made in 2009.

Portions of this manual include official IBO documentation provided to authorized schools in the Diploma Program, and have been included with permission by the International Baccalaureate. Extended Essay Guide, 2007 for exams starting 2010.

### **Other Resources Consulted or Used in the Creation of this Guidebook Include:**

<http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/question.html>

Sue Hemmings (The Open University) and Anne Hollows (Sheffield Hallam University)

<http://www.socscidiss.bham.ac.uk/s7.html>

Lotte Rienecker, Formidlingscentrets Overheads, KU, 22.4.1999.

<http://www.chem.uky.edu/courses/common/plagert.html>

<http://www.language.ait.ac.th>

<http://www.yukoncollege.yk.ca>

<http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>

Permission of use to reproduce and adapt given by:

Reference Department Collections, Reference, Instruction & Outreach (CRIO)  
Cornell University Library Ithaca, NY, USA

<http://depts.gallaudet.edu/englishworks/>

[http://www.crlsresearchguide.org/12\\_Making\\_Note\\_Cards.asp](http://www.crlsresearchguide.org/12_Making_Note_Cards.asp)

[http://www.sheboyanfalls.k12.wi.us/staff/dehogue/FSSH/images/note\\_card.jpg](http://www.sheboyanfalls.k12.wi.us/staff/dehogue/FSSH/images/note_card.jpg)

<http://www.oslis.org/secondary/index.php?page=gatherCards>

<http://www.bedfordstmartins.com/history/benjamin/content/page51.htm>

## **Table of Contents**

Introduction.....	2
-------------------	---

### **Part I: Extended Essay “Nuts and Bolts”**

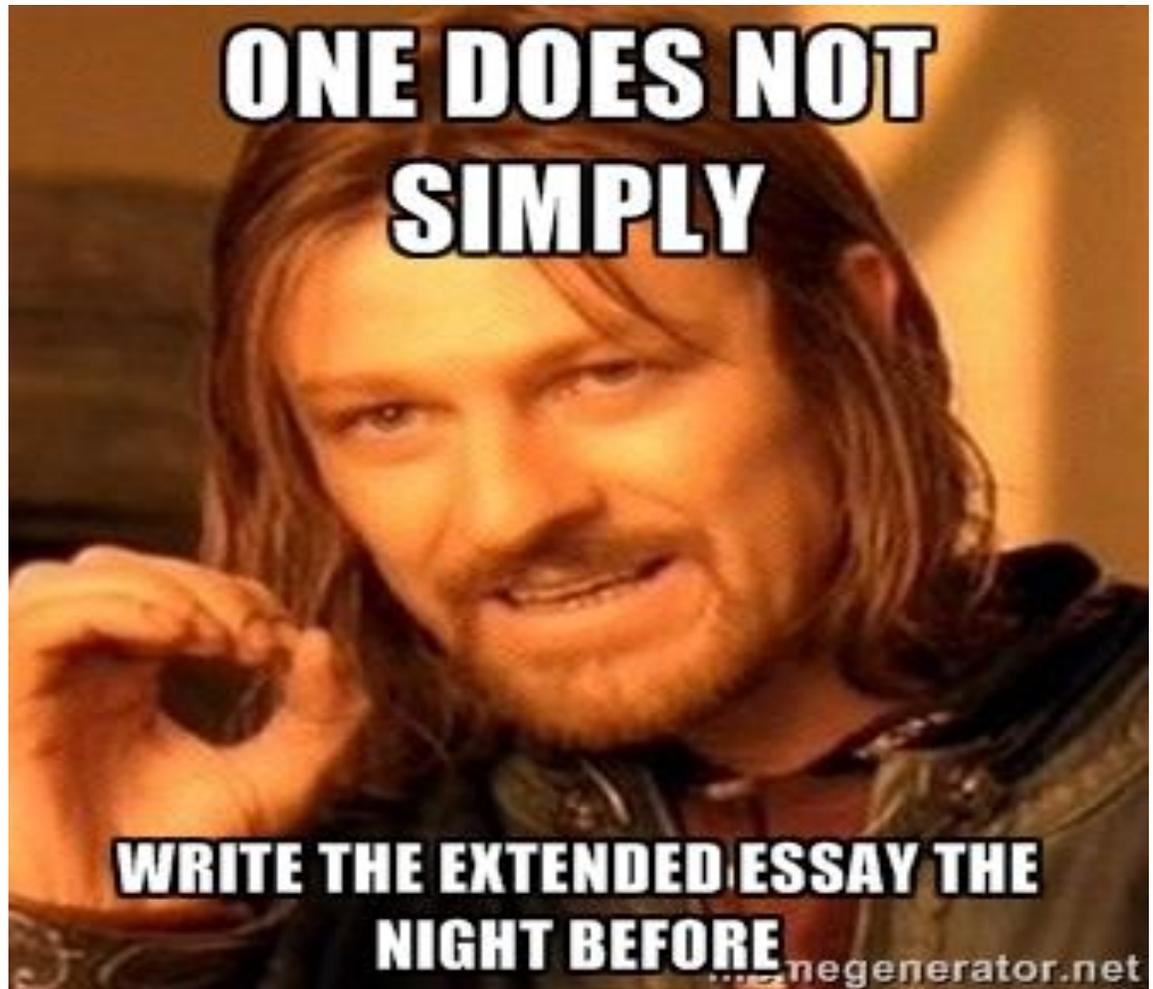
Background of the EE and Basic Timeline.....	6
Awarding of the IB Diploma and the Extended Essay.....	7
Choosing a Topic for Research.....	8
How to Write the Research Question.....	9
EE Research Skills Assignment.....	10
EE Research Question Assignment.....	13

### **Part II: Structuring an Essay**

Warnings about Plagiarism.....	16
EE Pre-Draft Planning Assignment.....	17
Preparing to Write the Draft of the Extended Essay.....	19
How to Write a Conclusion.....	20
How to Write an Abstract.....	21
Draft Planning.....	22
Assessment Criteria for the Extended Essay.....	26
Reflections on Planning and Progress.....	30
Using ManageBac for your Extended Essay.....	33

**PART I:**

**Extended Essay “Nuts and Bolts”**



## **Background on the Extended Essay from the International Baccalaureate**

In order to earn the International Baccalaureate Diploma, all candidates must submit an extended essay on a topic of their choice in one of the subjects of the IB curriculum. This culminating assessment is completed by the middle of the second year of the program. Students are supervised by a teacher qualified to teach the subject of their essays or suitably familiar enough with the subject area to provide adequate supervision and advisement over the course of the research and writing process. The essays are graded by examiners appointed by the Chief Examiner of each subject in the IB Office in Cardiff, Wales.

### **Basic Timeline**

**EE Lottery – October.** At the EE Lottery you will sign up for the subject area on which you will write your essay.

**EE Research Skills Practice and Assignment – November/December.** After obtaining your subject area you will do preliminary research to practice research skills and start figuring out about what exactly you want to write your essay.

**EE Research Question Assignment – January.** You will do more research to narrow down the *research question* on which your entire extended essay and foreseeable future will be based.

**EE Pre-Draft Planning Assignment – February.** You will focus your research in order to compose a preliminary introduction to your extended essay.

**First EE Advisor Meetings – February/March.** You will receive an advisor and must meet with said advisor in order to complete the second part of the Pre-Draft Planning Assignment.

**1st Draft Planning – April - June.** Your first draft will be due sometime in early June; therefore, you should be planning/writing it before early June. Much of class time in May will be devoted to this, but you should expect and plan to work on this outside of school.

**2<sup>nd</sup> Draft Planning – September/October.** Hardly any time will be given during TOK II for this; therefore, almost all of the work for this draft will be done outside of school.

**Abstract and Final Draft Planning – January.** Like the 2<sup>nd</sup> draft, the vast majority of work for this – probably all of it - will be done outside of school. You should plan accordingly.

## Award of Diploma Points – the role of The Extended Essay, and ToK

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge. Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands previously described in the criterion for each assessment.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

May 2015 onwards		Theory of knowledge					
		Grade <b>A</b>	Grade <b>B</b>	Grade <b>C</b>	Grade <b>D</b>	Grade <b>E</b>	No grade <b>N</b>
Extended Essay	Grade <b>A</b>	3	3	2	2	Failing condition	Failing condition
	Grade <b>B</b>	3	2	2	1	Failing condition	Failing condition
	Grade <b>C</b>	2	2	1	0	Failing condition	Failing condition
	Grade <b>D</b>	2	1	0	0	Failing condition	Failing condition
	Grade <b>E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade <b>N</b>	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).

## CHOOSING A TOPIC FOR RESEARCH

### **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 and the IB librarian at your school, the candidate must “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 keywords.

### **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. Think about the subject areas of the hexagon—which 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.

Also consider skimming online databases, like ProQuest or Questia to get a sense of current topics and research.

### **What are your information 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. Answering the following questions may help you organize your extended essay research:

- How long will my essay have to be? (Around 3900 words—no more than 4000)
- How much information do you need?
- Is currency important?
- What types of publications do you want to read? (newspaper articles, books, journal articles, diaries, trade publications, etc.)
- What formats do you need? (both print and online should be used)
- Is point of view an issue? Do you need opinions?
- How much time do you have? Are there due dates throughout the process?

### **What are the keywords 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. State your topic as a question. Think about the significant terms, concepts, and keywords that describe your topic. These terms will become the keys for searching online catalogs and databases, the Internet, and print resources for information about your topic.

## How to Write the Research Question

### *Refining your Research Question for IB Standards*

A good research question is the central element of a well-written paper. It's a strong question that you can support with evidence or "grounds." You are likely to offer warrants, those general principles that explain why you think your evidence is relevant to your research question (and perhaps why your readers should believe you and change their way of thinking), and qualifications that will make your question and supporting evidence more detailed and precise. This is an opportunity for you to make connections between published research on your topic and what you think.

A research question is not simplistic. Your research question must be contestable in some way or you cannot proceed until it is. Your research question must lead your readers to think (because they've never before thought about your claim) or rethink (because they have long thought about your claim in a different way). Your research question is the product of your own critical thinking after you have done some preliminary research.

**There is a difference between a topic and a question.**

You may have found your topic, but within that topic you must find a question, identifying what you hope to learn. If your question does not work well, no matter how strong the rest of the essay, the essay is unlikely to be successful. Because of this, it is common to spend more time on the researching, conceptualizing and forming the research question than on any other part of the essay.

**Your research question is the most critical part of your research proposal –**

- it defines the proposal,
- it guides your arguments and inquiry, and
- it provokes the interests of the reader.

**To write a strong research question, consider what interests you.**

This is key! The question needs to be one that interests you and is likely to remain intriguing or the duration of the project. There are two traps to be avoided. First, some questions are convenient – the best you can come up with when you are asked to state a question on a form, maybe – or perhaps you decide it will suffice. Second, some questions are fads. (EEs on *Da Vinci Code* and *The Chronicles of Narnia* are examples of such fads.) Make sure that you have a real, grounded interest in your research question, and that you can explore this and back it up by academic and intellectual debate. It is your interest that will motivate you to keep working to produce a good extended essay.

**Think About it: What animates you? What matters to you?**

Listen to yourself and start formulating your question by following your own interests. Remember, you will spend a lot of time researching and writing about the topic: if it does not interest you in the beginning, it will certainly become very difficult to write about in the end.



## EE Research Skills – Syntheses and Citations

### Exploring Your Extended Essay Subject Area & Topic

As you begin the process of developing your Extended Essay, this unit will reinforce the essential research skills you need, and give you the opportunity to explore possible essay topics. Note that you **may**, but are **not required** to, use the essay topic you develop during the unit.

### Planning

- Identify likely topics within your subject area
- Work with Media Specialist to understand available databases and search techniques

### Research

- Identify at least five useful print and online sources for your selected topic (*database searches only: no Google!*)
- Evaluate sources; develop a bulleted list of reasons each is relevant and useful
- Take specific, pertinent notes from the text (one per source) and document bibliographic information

### Synthesis

- Write one paragraph in which you correctly use an in-text parenthetical citation (a direct quote)
- Write a second paragraph in which you incorporate the same information as a correctly cited paraphrase.
- Develop a correctly formatted list of Works Cited that includes all the sources you identified

### Due Tuesday, November 25, or before leaving for Thanksgiving:

1. List of sources with bulleted evaluation of each      10 points
2. Five notecards      5 points
3. Paragraph with in-text citation      5 points
4. Paragraph with paraphrased citation      5 points
5. Works Cited list      5 points

(See [owl.english.purdue.edu](http://owl.english.purdue.edu) for guidelines on formatting Works Cited pages. Generally, use MLA format for literature and the arts, and APA for natural and social sciences.)

## **Guidelines and Exemplars for *Synthesis* Component of the Research Unit**

### **Sample quotation:**

“While biologists suggest that perhaps 20 percent of mammals, 11 percent of birds, and 5 percent of fish are threatened, and botanists anticipate the loss of 10 percent of floristic diversity, linguists and anthropologists today bear witness to the disappearance of half the extant languages of the world. Some 3,500 are kept alive by a fifth of 1 percent of the population. The ten most prevalent languages, by contrast, are thriving; they are the mother tongues of half of humanity.”

Davis, Wade. *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*. Toronto: Anansi, 2009. Print.

### **Model paragraph with text quoted directly:**

Though he acknowledges the natural role of extinction in evolution, Davis compares the rapid loss of languages around the globe to the accelerated loss of biological diversity in animal and plant species: “While biologists suggest that perhaps 20 percent of mammals, 11 percent of birds, and 5 percent of fish are threatened, and botanists anticipate the loss of 10 percent of floristic diversity, linguists and anthropologists today bear witness to the disappearance of half the extant languages of the world” (Davis 5). In fact, the disappearance of languages far outpaces that of living creatures. Davis mourns the loss of the poetry, songs, and knowledge that exist only in those dead or dying languages, and insists that this trend toward extinction is not irreversible.

**Use block quotes for text of more than four lines:**

Though he acknowledges the natural role of extinction in evolution, Davis compares the rapid loss of languages around the globe to the accelerated loss of biological diversity in animal and plant species:

“While biologists suggest that perhaps 20 percent of mammals, 11 percent of birds, and 5 percent of fish are threatened, and botanists anticipate the loss of 10 percent of floristic diversity, linguists and anthropologists today bear witness to the disappearance of half the extant languages of the world” (Davis 5).

In fact, the disappearance of languages far outpaces that of living creatures. Davis mourns the loss of the poetry, songs, and knowledge that exist only in those dead or dying languages, and insists that this trend toward extinction is not irreversible.

**Model paragraph with paraphrased text:**

Though he acknowledges the natural role of extinction in evolution, Davis compares the rapid loss of languages around the globe to the accelerated loss of biological diversity in animal and plant species. He notes that while 5-20 percent of animal and plant species face extinction – still a much greater percentage than has been true in previous eras – fully *half* of the world’s 7,000 languages are on the verge of extinction (Davis 5). Davis mourns the loss of the poetry, songs, and knowledge that exist only in those dead or dying languages, and insists that this trend toward extinction is not irreversible.

Name: Perry Winkle

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

### **TOK EE Research Question Assignment**

The purpose of this assignment is to lead you to the research question that will be at the heart of your extended essay. The research question is the central theme of your paper: it is the thing you are arguing. Therefore, for most subject areas, it is vitally important to craft a research question that is *arguable*, and, more importantly, arguable within the word limit and subject guidelines of your EE subject area. It is challenging to create a knowledge question that is broad enough to allow for a wide spectrum of research, and yet narrow enough to enable you to focus your essay and limit it to 3500-4000 words. In order to do this, you will spend time researching, experimenting with different ideas, and evaluating possible questions. The end result will be one research question that then will be the focus of your paper.

Please note: it *is* possible (and in some cases, good) that your research question will change at some point in the future. So you shouldn't feel boxed into the research question you come up with at the end of this week; however, you should work hard to hone in on a quality research question during this time.

On the Extended Essay Assessment Criteria, the Research Question category allows for 2 possible points. This is from the Assessment Criteria:

#### **Research Question**

- 0 Research question not stated in either the introduction or the title page **or** does not lend itself to investigate in the registered subject.
- 1 Research question stated in introduction or title 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.

#### **The Assignment:**

Submit one research question, a properly formatted works cited list of the sources you found that pertain to that question, and one paragraph that explains why you think the question lends itself to an effective investigation within the word limit.

#### **Due Date and Other Procedures:**

This is due on Friday, January 9. Because many of you will be switching teachers for 2<sup>nd</sup> semester, you will have to visit your 1<sup>st</sup> semester teacher in order to get your projects back. Make sure to retrieve them (the projects) because they may have comments on them; also, you will have done great groundwork for the next steps in the EE process.

#### **Grading:**

Appropriate Research Question	10 points
Paragraph Explanation	10 points
Works Cited	5 Points

(See [owl.english.purdue.edu](http://owl.english.purdue.edu) for guidelines on formatting Works Cited pages. Generally, use MLA format for literature and the arts, and APA for natural and social sciences.)

### **Sample Research Questions from Real Extended Essays:**

What does Joseph Conrad's portrayal of light and dark in *Heart of Darkness* and "The Lagoon" reveal about his views on European imperialism in the 19th century? (Literature)

To what extent did the film industry and the formation of the Hollywood blacklist affect communism and the public perception of it in the 1940s and 50s? (Film)

What is the efficiency of traffic in the network of hallways of Richard Montgomery High School? (Math)

How has the fusion of Neo-Confucian values and Westernization contributed to the cultural acceptability of plastic surgery in South Korea? (World Studies)

How does temperature affect the frequencies produced by a guitar? (Physics)

How do the musical styles of the cool jazz period presented in Miles Davis' album "Kind of Blue" influence the fusion jazz genre? (Music)

Could the diplomatic consequences of the Gaza Flotilla Raid of 2010 have been lessened or avoided? (Peace and Conflict)

**PART II:**  
**Structuring an Essay –**  
**From Notes, to Outline, to Draft**



search ID: mbcn610

"I call it, 'Research Paper Lite.' It contains a third fewer facts, but you'd never know it."

## **Warnings about Plagiarism**

Do not plagiarize. Plagiarism ranges from taking text in bulk from other sources and not citing and/or quoting it to making a typo in the bibliography. You must be very careful to cite every single idea that you get from another source, regardless of whether or not you've taken any direct quotes. If you are approaching a due date and haven't made much progress, the absolute worst thing you can do is plagiarize. It is very, very easy for your teachers and advisors to detect plagiarism; plus, it's wrong. So just don't do it. If you have questions about what constitutes plagiarism, you definitely should ask, because sometimes it isn't clear. But the basic idea is that if you have gotten any idea or piece of information from any source other than your own mind, you have to accurately state where you got that idea, with the exception of commonly-held prior knowledge (ex:  $1 + 1 = 2$ ; Abraham Lincoln was assassinated, etc.).

## **Helpful Hints**

1. Do not wait until the last minute on *any* step of this process. Utilize the new Researcher's Reflection Space to plan, write notes, reminders, thoughts, ideas, and anything else.
2. Though only three meetings with your advisor are required, see them regularly to discuss your progress or any questions you may have.
3. Save your notes and work from every stage of this process. Use ManageBac to communicate with your advisor, so that all your meetings and conversations are captured.
4. If you are confused about anything, talk to your teacher or advisor as soon as humanly possible.
5. Do not panic if you mess up. Until you submit your final draft, everything is fixable.
6. Do not limit yourself to electronic sources; books are extremely valuable.
7. The EE requires patience. Research doesn't always go smoothly; sources can be hard to find; conclusions might be not what you were expecting; it can be very hard to synthesize the information you've found. Be patient and devote time just to thinking things through.
8. You do not need to come up with an earth-shattering thesis or conclusion. The point of this project is to learn how to research properly and make an effective argument by presenting information in an organized way. Do not feel pressure to come up with an "original" thesis.

Name: Shel Fish

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

### **Extended Essay Pre-Draft Planning Assignment**

**Purpose:** The purpose of this assignment is to give you the opportunity to plan to write the first draft of your extended essay.

**Directions:** You will write an introductory paragraph and a list of potential sections from the body of your essay. On the top of the page you must write your research question and subject area, and on the bottom you must include a signature line for your advisor.

Your introductory paragraph should:

- Introduce your topic
- Provide some background information about your topic
- Explain/Address why your topic is significant/worthy of investigation
- Implicitly or explicitly state your research question in **bold**

*You should not have a thesis.* Why should you not have a thesis at this point?

Your list of potential sections should be well-thought out and logical. If you are writing a paper on the Fibonacci sequence and its applications, you should not BS this paper last minute and create a section called, "The Fibonacci Sequence and Broccoli," or something like that (though in certain cases that could work). Think carefully about the information you want to include in your paper. The more work you do now, the less you'll have to do later. Almost guaranteed!

#### **Grading – Part One, due Friday, February 13:**

- Introductory Paragraph – 10 Points
- List of at Least 3 Potential Sections – 10 Points
- Overall Cleanliness/Neatness/Readability – 5 Points

#### **Grading – Part Two, due Friday, March 6:**

- Advisor's Signature and Comments (as transcribed by you) – 10 Points

Sample completed assignment on the back!

Name: Sandy Beach

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

### **Extended Essay Pre-Draft Planning Assignment - Sample**

**Research Question:** What do the 2014 Baltimore Orioles demonstrate about how determination and motivation affect performance?

**Subject Area:** Psychology

#### **Introduction**

For the first time since 1997 the Baltimore Orioles won the American League East Division. This means that they were able to beat, among others, the New York Yankees and the Boston Red Sox, two teams whose payroll for their players far exceeded the Orioles'. Additionally, at the start of the season the Orioles were projected by some sources to finish in last or second-to-last place. Somehow, the Orioles managed to defy those expectations, even surviving injuries to key players, such as Gold Glove-winning catcher Matt Wieters and third baseman Manny Machado. The 2014 Orioles electrified their fans with excitement; additionally, since Major League Baseball is one of the most popular sports in the country, and by far the best, the Orioles affected a large swathe of the public over the course of the surprising season. Therefore, it is very important to explore how and why this happened; **in this essay, using the 2014 Orioles as subjects, the relationship between determination and motivation and performance will be explored.** *[Then thesis, once formed]*

#### **Possible Sections in Body of Essay**

Pre-Season Expectations of the Orioles

The Season

Injuries to Key Players

Not in First Place before the All-Star Break/Standings over Time

Attitudes of Position Players

Attitudes of Pitchers

Attitudes of the Manager and Coaching Staff

Conclusion

**Advisor's Transcribed Comments** *[Leave blank until meeting with advisor]:*

**Advisor's Signature:** \_\_\_\_\_

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

# Preparing to write the Draft of the Extended Essay

## I. Format Guidelines

- A. Use a serif font (Times New Roman or Georgia are examples) because it is more readable than san-serif.
- B. Text should be 12 point.
- C. Double space text (Exception: Follow your style manual for specific directions on block quotations, tables and charts, and bibliographic citations.).
- D. Indent paragraphs.
- E. Use appropriate margins on all sides (1" all around, acceptable format on first page is 2" top margin).
- F. Use consistent pagination throughout—either in running head (header) or centered at bottom (footer).

## II. Parts of the Extended Essay

### A. Title page

- 1. Title centered on page
  - 2. Student name
  - 3. Candidate number
  - 4. Date of IB Exams
  - 5. Category
  - 6. Advisor's Name
  - 7. Word Count
- } Lower Left Corner of Title Page

### B. Abstract (with word count at bottom of page)

- C. Table of Contents
- D. Introduction
- E. Body of Paper
- F. Conclusion
- G. Works Cited

## III. Points to Consider

- A. Have you followed the guidelines for your subject? Are you sure your research question is acceptable within the guidelines?
- B. Have you closely examined the scoring rubric to see if you have met the criteria for the maximum number of points?
- C. Have you followed the guidelines for writing an introduction? Have you adequately met the criteria?
- D. Have you supported your position with reputable research?
- E. Is the most salient feature of your essay your claim and how you support it? That is, have you clearly stated your research position and supported it by building a case based on your thoughts/perspective and then, secondarily, supported your claim with pertinent research.
- F. Do you have a strong finish—a strong conclusion? What are the implications for further development of the topic, for further research in this area?
- G. Does your works cited page include only of your in-text citations?

## HOW TO WRITE A CONCLUSION



Your conclusion wraps up your argument and leaves the reader with some final things to think about. Your conclusion should stem from what you have already written. Effective conclusions therefore often refer back to ideas presented in a paper's introduction.

In general, your conclusion should echo your major thesis without repeating the words verbatim. However, since your paper has already proven your thesis, your conclusion should move beyond it to reflect on the significance of the ideas you just presented. ***It should answer the question, "OK, I've read your paper, but so what?" In other words, why are these ideas important?***

### ***Effective conclusions***

- Reflect on how your topic relates to larger issues (in the novel, in society, in history).
- Show how your topic affects the reader's life.
- Evaluate the concepts you have presented.
- Issue a call for action on the part of your audience.
- Ask questions generated by your findings.
- Make predictions.
- Recommend a solution.
- Connect back to introduction, esp. if you used a metaphor, anecdote, or vivid image.
- Give a personal statement about the topic.

### ***Conclusions to avoid:***

- Beginning with "In conclusion ..."
- Restating your thesis and all your main points without adding anything new.
- Bringing up a new topic.
- Adding irrelevant details (esp. just to make a paper longer).

## HOW TO WRITE AN ABSTRACT

An abstract is a concise, stand-alone statement that conveys the essential information contained in an article, book, research paper, or document. Written in a direct non-repetitive style, the abstract should:

- Identify the problem (research question or thesis) investigated.
- Describe the scope or method of investigation.
- Summarize the results.
- State the conclusion(s).

### Writing the Abstract:

1. Highlight the sentences in the paper that detail the problem (objective) investigated.
2. Highlight the research question (or thesis).
3. Identify information (phrases, key words) that shows the scope and sequence of the investigation—identify but do not explain.
4. Condense the conclusion into a few concise sentences.

### Words of Advice:

1. For the first draft, don't worry about length. Just try to cover all the important components that are required in the abstract. Use all the information that you highlighted and identified as you read through the essay (or article).
2. Take a word count before you begin to edit.
3. Begin editing by deleting words, phrases and sentences that are less important or provide more explanation than necessary.
4. Look for places where sentences can be combined to omit extra words or condense ideas.
5. Delete unnecessary background information.
6. Do not use jargon, abbreviations, direct quotes or citations.
7. Avoid writing in the first person (I). Rather than saying, "In this essay I discuss...", try a more formal approach by starting your abstract with an opening similar to:

"This essay discusses the effects of . . . . Specifically, this paper investigates (restate research question) . . ."

"This essay examines how . . . . It attempts to answer the question . . ."

8. Write to the required word count. If a 300 word abstract is required, get as close to the required number of words as possible.

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

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

Level of Panic about EE: \_\_\_\_\_

### **Planning for 1<sup>st</sup> Draft of Extended Essay**

Sample Subject Area: History    Sample Topic: How Did the U.S. Civil War Affect Medical Procedures?

#### **Thesis**

You do not need a thesis at this stage, although some of you may have one.\* However, your research question must be included in your introduction and stated as a question.

#### **Word Count**

The EE is a maximum of 4,000 words, so a good target for the first draft would be 2,000 words. But, of course, the EE is about quality, not quantity, so if your first draft is 1,697 words and represents your best effort, then please do not write 303 words of bla di bla. It's a waste of time for you to write that, and an even bigger waste of time for us to read that. It's also a waste of ink, like this sentence.

#### **Research**

Given that we have been working on EE research during this whole testing time period, it is expected that you will have conducted some additional research since the last time you turned in anything. This doesn't necessarily mean consulting more sources; it could mean reading more of a source you've already found. But most likely it means finding and incorporating new sources.\*

#### **Organization**

Your first draft should show evidence that you've started to organize sections of your essay in a logical way. You should arrange the sections of your essay in a way that best supports your argument and best keeps the attention of the reader.\* It's harder than it seems, so think about it carefully. You do not need to do an outline, but they really can help. Here is a suggested structure:

- I. Introduction
  - a. Background information
  - b. Research Question and Thesis

## II-X. Body Paragraphs

- c. Topic sentence(s) *that supports/opposes/relates to thesis in some way*
- d. Evidence *with citations and/or footnotes and an explanation of how it supports the topic sentence/thesis*
- e. Rebuttal of opposing evidence, if applicable
- f. Concluding sentence(s)

## X+1. Conclusion

- g. Restate thesis
- h. Briefly review strongest evidence
- i. Acknowledge and rebut opposing evidence
- j. Wrap-up

## Works Cited

You need one, and it should be properly formatted.

## \*Future Steps

You must include a bulleted list of specific steps you intend to take in order to complete future drafts of your essay (this is separate from your draft and is not included in the word count). Depending on your individual situation, your list could be wildly different from your classmates'.

Here is a BAD list:

### Future Steps

- More research
- More words
- More work
- Organization

Here is a GOOD list:

### Future Steps

- Locate and analyze primary sources from Civil War surgeons
- Contact Dr. Needles at the Museum of Civil War Medicine, Sterilization Department
- Email Professor I.C. Yu to learn more about Civil War hospitalization
- Have draft peer-reviewed to ensure logical organization – perhaps move 4<sup>th</sup> paragraph to the front?
- Formulate clear thesis – Did the Civil War impact medical practices? *Can I prove it?*
- Include diagrams of surgical procedures – pre-War, War, Post-War; relationships?
- Find blood from Civil War soldiers, store in freezer.

NOTE: If your first draft is just a gigantic list of "Future Steps," that is not good. Similarly, if you have no future steps, that is not good, either.

This draft is worth 30 points and will determine your entire future. Of course, many of you will be at different stages, which is fine, but all of you will be responsible for proper formatting, citations, grammar and usage, and neatness. From there, a holistic approach will be taken to evaluate your effort and progress. Good luck!

**Rubric for 1<sup>st</sup> Draft of Extended Essay**

Name \_\_\_\_\_ Per. \_\_\_\_\_

Extended Essay: 1<sup>st</sup> Draft Required Elements

<b>Introduction</b> contains your research question (stated as a question).	Yes	No
<b>Organization</b> is evident.	Yes	No
<b>Works Cited</b> is present and properly formatted.	Yes	No
<b>Research</b> is varied.	Yes	No
<b>Citations, Grammar, etc.</b> are properly formatted and/or used.	Yes	No
<b>Future Steps</b> list is thoughtful and specific.	Yes	No

**Current Word Count:** \_\_\_\_\_

**Date/Time of Scheduled Advisor Meeting** (between 6/3 and 6/15): \_\_\_\_\_

**Holistic Score:** \_\_\_\_/30

### **2nd Draft Planning**

The 2<sup>nd</sup> draft of your EE is due on \_\_\_\_\_. By that point, you should have enough research and information to refine your 1<sup>st</sup> draft. Do not feel compelled simply to add information; sometimes editing means subtracting. More often, though, you will need to add. Or multiply. With exponents. See your teacher, advisor, or health care professional for guidance.

### **Final Draft Planning**

Your final draft is due on \_\_\_\_\_. By this point, you should know what you need to do in order to write your final draft. As always, see your teacher or advisor for help if you want help.

### **Assessment**

The EE rubric uses a mostly holistic approach.

### **Required Forms**

The *Reflections on Planning and Progress* Form requires your reflections on planning and progress. It must be completed following each of three mandatory reflection sessions with your advisor.

## The Assessment Criteria for the Extended Essay

This section provides an overview of what each criterion assesses in the extended essay. Further advice on interpreting the assessment criteria is provided within the guidelines for each subject in the “Details—subject specific” section.

### A: research question

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.

Achievement level	Descriptor
0	The research question is not stated in the introduction <b>or</b> does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
1	The research question is stated in the introduction but is not clearly expressed <b>or</b> is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.

### B: introduction

This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.

Achievement level	Descriptor
0	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
1	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.
2	The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

## C: investigation

This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

Achievement level	Descriptor
0	There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
1	A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.
2	A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.
3	A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.
4	An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.

## D: knowledge and understanding of the topic studied

Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. "Academic context", as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.

Achievement level	Descriptor
0	The essay demonstrates no real knowledge or understanding of the topic studied.
1	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
2	The 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	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
4	The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

## E: reasoned argument

This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

Achievement level	Descriptor
0	There is no attempt to develop a reasoned argument in relation to the research question.
1	There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.
2	There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.
3	Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.
4	Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

## F: application of analytical and evaluative skills appropriate to the subject

Achievement level	Descriptor
0	The essay shows no application of appropriate analytical and evaluative skills.
1	The essay shows little application of appropriate analytical and evaluative skills.
2	The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.
3	The essay shows sound application of appropriate analytical and evaluative skills.
4	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

## G: use of language appropriate to the subject

Achievement level	Descriptor
0	The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
1	The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.
2	The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.
3	The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.
4	The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

## H: conclusion

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.

Achievement level	Descriptor
0	Little or no attempt is made to provide a conclusion that is relevant to the research question.
1	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.
2	An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

## I: formal presentation

This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).

Achievement level	Descriptor
0	The formal presentation is unacceptable, or the essay exceeds 4,000 words.
1	The formal presentation is poor.
2	The formal presentation is satisfactory.
3	The formal presentation is good.
4	The formal presentation is excellent.

## Notes



## REFLECTIONS ON PLANNING AND PROGRESS

Supervisor name											
Candidate session number	0	0									
Candidate name											
School number			0	0							
School name											
Examination session (May or November)						Year					

**Candidate:** From May 2018, please refer to the 'Extended Essay Student Guide' when completing this form. This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work.

**The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.**

**Supervisor:** You must have at least three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other sessions are permitted but do not need to be recorded on this sheet. After each session candidates must record their reflections and as the supervisor you must sign and date this form.

Reflections on planning and progress	Candidate comments	Date	Supervisor signature
First reflection session			



<b>Interim reflection</b>			
<b>Final reflection – viva voce</b>			

**Supervisor's comments:**

## Candidate's declaration

*This declaration must be signed by the candidate; otherwise a grade may not be issued.*

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual. I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

<b>Candidate's signature</b>	<b>Date</b>
------------------------------	-------------

## Supervisor's declaration

*This declaration must be signed by the supervisor; otherwise a grade may not be issued.*

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent  hours with the candidate discussing the progress of the extended essay.

<b>Supervisor's signature</b>	<b>Date</b>
-------------------------------	-------------

# **Using ManageBac for the Extended Essay**

## Choosing Your EE Topic

Via the EE Tab

The screenshot shows the top navigation bar of the Faria International School IB Diploma Class of 2013 (Grade 12) interface. The user is logged in as Chloe Epelbaum. The main navigation menu includes Dashboard, Profile, IB Manager, Classes, and Groups. Below this, a secondary menu has Overview, Plan, CAS, EE (highlighted), ToK, Messages, Calendar, Files, and Members. The EE tab is active, displaying an 'EE Worksheet' for 'The Russian Revolution and Stalin's Rise to Power' in the subject of 'History'. A red circle highlights the 'Edit Extended Essay Proposal' link in the top right corner of the worksheet area. To the right, the 'Extended Essay Status' section shows 'Approved' and 'Completed' options with checkboxes.

Under your **EE** tab, you'll be able to set up your EE worksheet. First, enter your topic, subject and research question. You can do this by entering your details, or, if your details have already been entered, click on **Edit Extended Essay Proposal** in the upper right corner of your worksheet.

The screenshot shows the 'Edit Extended Essay Proposal' form. The form is titled 'EE Worksheet' and has a red link for 'Edit Extended Essay Proposal' in the top right corner. The form fields are: 'Subject\*' (History), 'Topic\*' (20th Century European History), 'Research Question\*' (The Russian Revolution and Stalin's Rise to Power), 'Notes' (I will focus on Stalin's rise to power and its correlation with the Russian Revolution.), and 'Supervisor' (Richard Chandler). At the bottom right, there are two buttons: 'Save Project' (highlighted with a red circle) and 'Cancel'.

Make sure to select your **Supervisor** from the dropdown menu. If you don't see your EE supervisor on the list, you'll have to wait until your EE coordinator has added your supervisor to the system.

After saving your project, you'll be able to see upcoming EE deadlines and To Dos, which you can check off. Once your EE topic has been approved, you'll see the updated status below.

### To-Dos

First Draft Deadline **Friday, 31 August 2012 at 09:00 am**

- Write rough draft

Third EE Deadline **Friday, 30 November 2012 at 12:00 am**

- Had meeting with student

Final EE Deadline **Friday, 07 December 2012 at 12:00 am**

- Mark completion.
- Complete EE cover sheet.
- Meet with your supervisor.
- Submit your final copy and works cited.

[+ Add item](#)

- 6 Mar '12 Submit your first draft copy.
- 6 Mar '12 Science deadline 1
- 22 Nov '11 Research Nicholas II of Russia
- 10 Nov '11 Research The February Revolution & the Russian Provisional Government.
- 8 Nov '11 Test
- 29 Oct '11 Discuss the outline with supervisor
- 29 Oct '11 Submit on dropbox
- 29 Oct '11 Meet with your supervisor.
- 9 Aug '11 Complete proposal
- 9 Aug '11 Meet with your supervisor
- 9 Aug '11 Select your topic & subject
- 3 Aug '11 Select your topic & subject
- 9 Jun '11 Check for related library books on worldcat.org

You can also submit your outlines, drafts, and final copies under the **Extended Essay Documents** section.

## Extended Essay Documents



Chloe\_s\_EE\_Outline.docx

Uploaded August 3, 2011



Upload Extended Essay Documents

## Notes & Interviews



Chloe Epelbaum

12:18 PM on Aug 3, 2011

Hi Mr Chandler, I've posted my outline here, I'll see you during office hours tomorrow.



Richard Chandler

12:19 PM on Aug 3, 2011

Hi Chloe,  
I've looked over your outline - it looks great but there are a few things we'll have to go over tomorrow. See you then.

### New note by Chloe Epelbaum

Your message will be automatically delivered via e-mail.

Save note

Under **Notes & Interviews**, you can leave messages for your EE supervisor. This is ideal for posting questions and scheduling meetings.

## Submitting your Final Extended Essay

### Via the EE Tab

When your EE is complete, you can submit it directly to your EE supervisor & IB Coordinator by clicking on the **Final EE Deadline**.

**EE Worksheet** [Edit Extended Essay Proposal](#)

**The Russian Revolution and Stalin's Rise to Power**  
History : 20th Century European History  
I will focus on Stalin's rise to power and its correlation with the Russian Revolution.

**To-Dos**

First Draft Deadline **Friday, 31 August 2012 at 09:00 am**  
 Write rough draft

Third EE Deadline **Friday, 30 November 2012 at 12:00 am**  
 Had meeting with student

**Final EE Deadline Friday, 07 December 2012 at 12:00 am**

- Mark completion.
- Complete EE cover sheet.
- Meet with your supervisor.
- Submit your final copy and works cited.

Next, you'll be able to upload your final EE copy by clicking Choose File.

[Back to Calendar](#)

**7**  
December  
12:00 AM –  
2:00 AM  
**Deadline**

**Final EE Deadline**  
There are no related messages.

**Dropbox**  
You have not yet uploaded any files.

**Attach a file**  
 no file selected  
 **1**

**2**

Once you have uploaded your EE, you will see your submitted file(s) below the Dropbox heading.

