



A Student Guide To Writing the Extended Essay

**Richard Montgomery High School
International Baccalaureate Magnet
Class of 2019 Extended Essay Guide**

Introduction

By this point in your high school career, you've developed a healthy skepticism toward knowledge production. You've become expert at both subject matter and methodology, what is known and how it is known. Identifying logical flaws, bias, and limitations is becoming second nature to you. Your skepticism is hard earned, and you're entitled to it, but your life will be sadly attenuated if you don't balance your skepticism with something more constructive. The Extended Essay is your chance to go beyond taking things apart and begin to figure out how to put something together.

Essays are interpretive or argumentative pieces of writing. Your job is to write a persuasive *essay* gathering, applying, repurposing, questioning evidence in order to give your best answer to a question. If you find yourself summarizing and reporting (or, worse, cutting and pasting) stuff you read on the internet in the middle of the night, you're doing it wrong.

The word essay also describes a first or tentative effort. Your Extended Essay will not be your masterpiece. But if you take the process seriously, you will write something you can be proud of now and, more importantly, learn lessons that will help you in college and beyond.

The process will ultimately make you a more appreciative consumer of knowledge who will understand that just because something has flaws doesn't always make it completely useless. It will also start you down the road toward becoming a thoughtful, disciplined, and ethical producer of knowledge so your voice can be heard effectively on the problems and questions you care about.

For millennia, academic life has been defined by an ongoing conversation about what we know in which the most persuasive voices carry the day. It's time for you to join the conversation. Let's get started.

Todd Stillman, History Department Resource Teacher and IB trainer, Richard Montgomery High School

This Guide Book Belongs to:

My EE Supervisor is:

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

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>

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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.sheboyganfalls.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>

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Notes

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

Supervisor Assigned – October 23, 2017

1st Meeting with Supervisor Reflection Due – October 30, 2017

EE Research Question Assignment Introduced– November 10, 2017

EE Research Question Assignment Due – November 22, 2017

EE Pre-Draft Planning Assignment Introduced – December 18, 2017

EE Pre-Draft Planning Assignment Due – January 11, 2018.

EE Planning for First Draft Due – February 13, 2018. You will focus your research in order to compose a preliminary introduction to your extended essay.

EE First Draft and First Reflection Due – March 19, 2018

EE Second Draft and Second Reflection Due – June 4, 2018

EE Third Draft Due – September 6, 2018

EE Final Draft and Third Reflection Due – October 3, 2018

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.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
	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

Sample research questions:

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

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)

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.

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 **Wednesday, November 22, 2017**. Because many of you will be switching teachers for 2nd semester, you will have to visit your 1st 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 for guidelines on formatting Works Cited pages. Generally, use MLA format for literature and the arts, and APA for natural and social science)

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 supervisors 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 supervisor 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 supervisor, so that all your meetings and conversations are captured.
4. If you are confused about anything, talk to your teacher or supervisor 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 supervisor.

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!

DUE FEBRUARY 13, 2018

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

Supervisor's Transcribed Comments *[Leave blank until meeting with supervisor]:*

Supervisor's Signature: _____

Date: _____

Preparing to Write the Draft of the Extended Essay

Writing the extended essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. More details about each element are given in the "Presentation" section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

Title page

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

An important note:

Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

The title

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should **not** be phrased as a research question.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body— an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr Faustus</i> ?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

Body of the essay (research, analysis, discussion and evaluation)

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage.

Presentation

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is **required**:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.



Word counts

The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count.

 Included in the word count	 Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	The <i>Reflections on planning and progress form</i>

Please refer to the document entitled [Diploma Programme assessment: Principles and practice](#) for further clarification of word count requirements.

A note for students writing in Chinese and Japanese:

Students writing their extended essay in Japanese or Chinese should use the following conversions.

- Japanese: 1 word = approximately 2 Japanese characters (upper limit 8,000 characters)
- Chinese: 1 word = approximately 1.2 Chinese characters (upper limit 4,800 characters)

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 clearly labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this **must** be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

As footnotes and endnotes are not an essential part of the extended essay students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must **not** be submitted. Photographic evidence may be submitted in place of such material.

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).

EE Planning for First Draft

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 4th 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 1st Draft of Extended Essay

Name _____ Per. _____

Extended Essay: 1st Draft Required Elements

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

Current Word Count: _____

Date/Time of Scheduled Supervisor Meeting (between 1/29 and 2/9): _____

Holistic Score: ____/30

2nd Draft Planning

The 2nd draft of your EE is due on _____. By that point, you should have enough research and information to refine your 1st 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, supervisor, or health care professional for guidance.

3rd Draft Planning

The 3rd draft of your EE is due on _____. By this point, you should be closer to a more polished paper. Continue to review revise, and refine. The abstract should be included with this draft. Please see your teacher or supervisor if help is needed.

Final Draft Planning

Your final paper 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 supervisor for help if you want help. This is the paper you should submit to IBO.

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 supervisor.

Assessment Criteria for the Extended Essay

The following is intended to help you understand each criterion in terms of what should be included in the extended essay to achieve the highest level.

Criterion	Unpacking the criterion
A: Focus and method	This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.
B: Knowledge and understanding	This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
C: Critical thinking	This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.
D: Presentation	This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.
E: Engagement	This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's <i>Reflections on planning and progress form</i>

Criterion	Overview of the Assessment Criteria for the Extended Essay
<p>A: Focus and method</p> <p>Achievement Level (0-6)</p>	<p>This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p> <ul style="list-style-type: none"> • Does this essay meet the requirements for the subject for which you are registering it? • Is your research question stated as a question? • Have you explained how your research question relates to the subject that you selected for the extended essay? • Have you given an insight into why your area of study is important? • Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague? • Did you refer to your research question throughout the essay (not only in the introduction and conclusion)? • Did you explain why you selected your methodology? • Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research? • If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them? • Are there any references listed in the bibliography that were not directly cited in the text?
<p>B: Knowledge and understanding</p> <p>Achievement Level (0-6)</p>	<p>This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question; or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied; and additionally, the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</p> <ul style="list-style-type: none"> • Have you explained how your research question relates to a specific subject you selected for the extended essay? • Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?

	<ul style="list-style-type: none"> • Is it clear that the sources you are using are relevant and appropriate to your research question? • Do you have a range of sources, or have you only relied on one particular type, for example internet sources? • Is there a reason why you might not have a range? Is this justified?
<p>C: Critical thinking</p> <p>Achievement Level (0-12)</p>	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ul style="list-style-type: none"> • Have you made links between your results and data collected and your research question? • If you included data or information that is not directly related to your research question have you explained its importance? • Are your conclusions supported by your data? • If you found unexpected information or data have you discussed its importance? • Have you provided a critical evaluation of the methods you selected? • Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)? • Have you mentioned and evaluated the significance of possible errors that may have occurred in your research? • Are all your suggestions of errors or improvements relevant? • Have you evaluated your research question? • Have you compared your results or findings with any other sources? • Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?

D: Presentation
Achievement
Level (0-4)

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

- Have you read and understood the presentation requirements of the extended essay?
- Have you chosen a font that will be easy for examiners to read on-screen?
- Is your essay double-spaced and size 12 font?
- Are the title and research question mentioned on the cover page?
- Are all pages numbered?
- Have you prepared a correct table of contents?
- Do the page numbers in the table of contents match the page numbers in the text?
- Is your essay subdivided into correct sub-sections, if this is applicable to the subject?
- Are all figures and tables properly numbered and labelled?
- Does your bibliography contain only the sources cited in the text?
- Did you use the same reference system throughout the essay?
- Does the essay have less than 4,000 words?
- Is all the material presented in the appendices relevant and necessary?
- Have you proofread the text for spelling or grammar errors?

E: Engagement Achievement Level (0-6)	<p>This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s RPPF.</p> <ul style="list-style-type: none">• Have you demonstrated your engagement with your research topic and the research process?• Have you highlighted challenges you faced and how you overcame them?• Will the examiner get a sense of your intellectual and skills development?• Will the examiner get a sense of your creativity and intellectual initiative?• Will the examiner get a sense of how you responded to actions and ideas in the research process?
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Reflection in the Extended Essay

In critically reviewing your engagement in the research process, it might help to think in terms of three levels of reflection: descriptive, analytical and evaluative reflection. The table below gives examples of guiding questions to help with this. They are not exhaustive.

Level of reflection	Example of the kinds of questions students may have asked and answered of themselves
Descriptive	<ul style="list-style-type: none">• What did I do?• How did I undertake my research?• What were the problems I faced?• Did my approach or strategies change throughout the process?• What have been the high and the low points of the research and writing process?
Analytical	<ul style="list-style-type: none">• Was my research successful?• If I changed my approach or strategies during the process, why did I do this?• What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?• How has my understanding of the topic and research process developed throughout the task?
Evaluative	<ul style="list-style-type: none">• If I were to undertake this research again, would I do it differently—if so, why or why not?• What has affected this?• If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome?• What can I conclude from this?• Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes?• What, if any, questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?

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			



Interim reflection			
Final reflection – viva voce			

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.

Candidate's signature	Date
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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.

Supervisor's signature	Date
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Using ManageBac for the Extended Essay

Choosing Your EE Topic

Via the EE Tab



The screenshot shows the user interface for the IB Diploma Class of 2013 (Grade 12). The top navigation bar includes "Dashboard", "Profile", "IB Manager", "Classes", and "Groups". The "EE" tab is selected. Below the navigation bar, there are tabs for "Overview", "Plan", "CAS", "EE", "ToK", "Messages", "Calendar", "Files", and "Members". The "EE Worksheet" section displays the topic "The Russian Revolution and Stalin's Rise to Power" and the subject "History : 20th Century European History". A red circle highlights the "Edit Extended Essay Proposal" link in the upper right corner of the worksheet. To the right, the "Extended Essay Status" section shows "Approved" and "Completed" options.

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.

EE Worksheet [Edit Extended Essay Proposal](#)

Extended Essay Proposal

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.

Supervisor
Richard Chandler

Save Project or 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	
<input type="checkbox"/> Write rough draft	
Third EE Deadline Friday, 30 November 2012 at 12:00 am	
<input checked="" type="checkbox"/> Had meeting with student	
Final EE Deadline Friday, 07 December 2012 at 12:00 am	
<input checked="" type="checkbox"/> Mark completion.	
<input type="checkbox"/> Complete EE cover sheet.	
<input type="checkbox"/> Meet with your supervisor.	
<input type="checkbox"/> 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.

