



# **International Baccalaureate Program**

**High Point Central High School**

**A Student Guide to Writing the Extended Essay**



2019 - 2020

**Student Name:**

**EE Supervisor:**

**EE Subject:**

**EE Topic:**

Mrs. Cadmus, the Extended Essay Coordinator, in the High Point Central Media Center.  
[cadmush@gcsnc.com](mailto:cadmush@gcsnc.com)

**Supervisor Meetings:**

**Record dates, time spent with Supervisor here. Have supervisor initial each, please. Mrs. Cadmus will review periodically.**

**REFLECTIONS – meeting with Supervisor is approx. 20 minutes each.**

**All three written reflections together total 500 words or less. Submit each to online RPPF.**

Initial Reflection - Date:                      Time:                      Supervisor initials:

Interim Reflection - Date:                      Time:                      Supervisor initials:

Viva Voce - Date:                      Time:                      Supervisor initials:

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## **The Extended Essay**

The extended essay is an independent, self-directed piece of research, providing students with the opportunity to engage in a personal exploration of a topic of their choice. Throughout the extended essay process, students further develop their writing skills, as well as the ability to communicate ideas and present findings in a coherent manner. Academic research, critical thinking and evaluative skills, and overcoming intellectual challenges play a key role in the extended essay. Recognizing and developing the necessary self-management skills, such as setting goals and managing timelines, are a part of the learning experience for students. Writing the extended essay provides practical preparation for university studies and for the work place.

### **DP Extended Essay – support for our students**

It is important that students are actively engaged in their own learning as they research different sources of information and data that pertain to their chosen topic. However, students are not alone as they work on their essays. Supervisors are assigned to each student and provide guidance and support throughout the research and writing process. Our school allocates additional resources to support the DP Extended Essay. These include subscribing to the academic JSTOR database and to Turnitin.com. JSTOR, NCWiseOwl (databases), Follet eBooks and Turnitin.com are all accessible by students from home as well as at school, so students have independent access to these resources.

The Extended Essay Coordinator provides students with lessons, instructions, checklists and rubrics to build student research and writing skills. Students learn to properly and honestly cite research, create an outline, organize ideas, and evaluate which online resources are appropriate. Our school library collection development plan includes the acquisition of academic book materials (print and eBooks) that relate to extended essay topics of interest to IB students. Through our ongoing collaborations with the University of North Carolina – Greensboro, students have access to university resources throughout the school year and during the summer break.

Our school organizes the Extended Essay programme principles and practices in ways that value student diversity and respect individual learning differences. As per the IB philosophy, *valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes*. Please see our school Special Needs policy for guidance and support we provide our students to help them succeed in our IB programme.

### **EE / TOK / CAS**

The extended essay is one of three required elements that make up the core of the Diploma Programme. The core consists of Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS). The extended essay is assessed externally by an IB examiner. The student's assigned EE score works in conjunction with the TOK score when determining points awarded towards the IB Diploma. Depending on the student's performance in both the extended essay and TOK, the student may earn a maximum of three points. A student

must achieve a D grade or higher for their extended essay to be eligible for the IB Diploma. The extended essay is compulsory.

### **Academic Honesty**

*Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. (IBO Mission statement / Learning Profile).*

While working on the extended essay, students' research practices must reflect the principles of academic honesty. Students will have the opportunity to learn how to use other people's work in support of their own, as evidenced by use of proper referencing and citations. Issues relating to academic honesty will be handled according to the HPC IB Academic Policy guidelines. This policy is available on the HPC School web site. The HPC IB Programme subscribes to Turnitin.com, and students are required to submit their essays online for a similarity check.

### **Extended Essay Basics**

The Extended Essay is an independent, self-directed and in-depth study, culminating with a paper not exceeding 4,000 words. It is the result of approximately 40 hours of work by the student. The student is expected to work on their essay on their own time. However, students will have the opportunity to conduct research and work on their essays in the Media Center on select dates during their TOK class time.

Students investigate an academic topic of personal interest and of global significance. The topic must relate to one of the student's six DP subjects. Subject specific criteria as outlined in the IB Subject Guides support the analytical and writing process. Students must become familiar with and meet these subject specific criteria.

#### **Components of the Extended Essay:**

Title page  
Table of Contents  
Introduction  
Body (3,500 – 4000 words)  
Conclusion  
Bibliography

### **Student Responsibilities for Extended Essay**

(IB EE Guide p 43)

- Choose a subject from the available extended essay list. See Diploma Programme coordinator or extended essay coordinator for details.
- Ensure that the starting point for your essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes.

- Observe the regulations about the extended essay, including the IB’s *ethical guidelines*.
- Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria.
- Meet all internal deadlines set by your school in relation to the extended essay.
- Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the *General regulations: Diploma Programme* should there be a breach of these.
- Attend three mandatory reflection sessions with your supervisor, the last of which is the *viva voce*.

Record your reflections on the *Reflections on planning and progress form* for submission as part of the assessment of criterion E (engagement).

### **Reflections & the RPPF (Reflections Planning and Progress Form)**

Students are strongly urged to set up a Researcher’s Reflective Space (RSS), and use it to plan and reflect on the research and writing process. Students are required to submit to IB three mandatory written reflections on the RPPF. The 3 reflections (Initial, Interim and Viva Voce) will count for approx. 19% of your final EE grade. Each reflection should consist of 150 –175 words. All 3 reflections may not exceed 500 words. Students may not include names of persons or school. Supervisors will add comments to the RPPF before it is submitted to IBO. You will be provided an excerpt from the IB Extended Essay Guide.

### **Timeline**

Students are expected to adhere to deadlines established by the EE Coordinator. Consequences for late submissions will result in a loss of points from grades earned during class time. Established deadlines support students in managing their time and workload. There is a mandatory IBO deadline for uploading extended essays and reflections that cannot be altered. Students and parent/guardians are expected to sign the “Extended Essay Contract”, which briefly outlines the timeline and requirements.

### **Supervisors**

Each student must work with a supervisor, who will be the student’s main go-to person for the content of the essay. The supervisor must be an HPC staff member with subject area experience in the research topic. Students may select their supervisor; however, they should do so as soon as they have chosen a subject area. Each supervisor is limited to working with only a few candidates. Supervisor assignment must be approved by the EE coordinator.

The supervisor encourages and supports the student throughout the research and writing of the essay. Supervisors work with the student to refine the topic of the essay, help formulate the research question, and advises students on techniques of locating and analyzing information.

IB recommends students meet with their supervisor 3 – 5 hours throughout the research, writing and reflection process. It is also important that students show initiative and set up meetings with their supervisors. Following up with prompt communication is a valuable skill to take with them into the world.

Students must make three mandatory supervisor appointments as a prerequisite to writing their reflections. Organizing timely and convenient supervision and reflection sessions with supervisors contributes to a good working relationship with their supervisor, as well as building good communication skills for academic endeavors and workplace opportunities. Supervisors will submit a written report about the student’s performance in the research and writing process, as well as submit a predicted grade to the EE coordinator for submission to IBO. Students should take this opportunity to develop a good working relationship with their supervisor. Respecting appointment times, being prepared for meetings, and being respectful of the supervisor’s time are positive skills to learn and to apply in practice.

### **Subject Areas of Research**

Students, you will begin the extended essay process by choosing a subject from within the IB curriculum. All subject selections must be approved by extended essay coordinator or IB coordinator. It is highly recommended that you have completed a course in the subject area you select. **Read the IB Subject Guide to be sure you understand and adhere to the criteria. Read the IB Ethics Guide, and HPC IB Policies.**

<p>English – Studies in Language and Literature          Spanish or French Literature  <i>Individuals and societies:</i></p> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Geography</li> <li>• Global Politics</li> <li>• History</li> <li>• Information technology in a global society (ITGS)</li> <li>• Philosophy</li> <li>• Psychology</li> <li>• Social and cultural anthropology</li> <li>• World Religions</li> </ul> <p><i>Mathematics</i></p>	<p><i>The Sciences:</i></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Computer science</li> <li>• Design Technology</li> <li>• Physics</li> <li>• Sports, exercise and health science</li> </ul> <p><i>The Arts:</i></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Arts</li> </ul> <p><i>Interdisciplinary essays:</i></p> <ul style="list-style-type: none"> <li>• Environmental systems and societies</li> <li>• Literature and performance</li> <li>• World Studies</li> </ul>
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**IB provides lists of subject specific terms, as well as the following command terms. Use appropriate vocabulary to communicate your ideas and findings. The subject specific lists are available on the HPC IB Web pages.**

### **Command terms** (from Diploma Programme: From principles into practice)

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

<b>Analyse</b>	Break down in order to bring out the essential elements or structure.
<b>Annotate</b>	Add brief notes to a diagram or graph.
<b>Apply</b>	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
<b>Calculate</b>	Obtain a numerical answer showing the relevant stages in the working.
<b>Classify</b>	Arrange or order by class or category.
<b>Comment</b>	Give a judgment based on a given statement or result of a calculation.
<b>Compare</b>	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
<b>Compare and contrast</b>	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Construct</b>	Display information in a diagrammatic or logical form.
<b>Contrast</b>	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Deduce</b>	Reach a conclusion from the information given.
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity.
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application.
<b>Derive</b>	Manipulate a mathematical relationship to give a new equation or relationship.
<b>Describe</b>	Give a detailed account.
<b>Design</b>	Produce a plan, simulation or model.
<b>Determine</b>	Obtain the only possible answer.
<b>Differentiate</b>	Obtain the derivative of a function.



<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Distinguish</b>	Make clear the differences between two or more concepts or items.
<b>Draw</b>	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
<b>Estimate</b>	Obtain an approximate value.
<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations.
<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Explain</b>	Give a detailed account including reasons or causes.
<b>Explore</b>	Undertake a systematic process of discovery.
<b>Find</b>	Obtain an answer showing relevant stages in the working.
<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s).
<b>Hence</b>	Use the preceding work to obtain the required result.
<b>Hence or otherwise</b>	It is suggested that the preceding work is used, but other methods could also receive credit.
<b>Identify</b>	Provide an answer from a number of possibilities.
<b>Integrate</b>	Obtain the integral of a function.
<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
<b>Investigate</b>	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion.
<b>Label</b>	Add labels to a diagram.
<b>List</b>	Give a sequence of brief answers with no explanation.
<b>Measure</b>	Obtain a value for a quantity.

<b>Outline</b>	Give a brief account or summary.
<b>Plot</b>	Mark the position of points on a diagram.
<b>Predict</b>	Give an expected result.
<b>Present</b>	Offer for display, observation, examination or consideration.
<b>Prove</b>	Use a sequence of logical steps to obtain the required result in a formal way.
<b>Show</b>	Give the steps in a calculation or derivation.
<b>Show that</b>	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
<b>Sketch</b>	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
<b>Solve</b>	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.
<b>To what extent</b>	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
<b>Trace</b>	Follow and record the action of an algorithm.
<b>Verify</b>	Provide evidence that validates the result.
<b>Write down</b>	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

Source: Command terms, Diploma Programme: From principles into practice. *International Baccalaureate Organization*, IB Publishing Ltd, 2015. Appendix p. 80.

## Topics

After choosing the subject for your essay, students need to define what topic the research will focus on. The topic should be limited in scope and require research. Chose a topic and undertake some background reading in it. Meet with your supervisor. Chose vocabulary appropriate for your subject. Lists are available on the HPC IB web site pages.

## Research Question

The next step is to formulate a preliminary open-ended research question (RQ) about your topic. Start with *how*, or *why*, or *to what extent*. Try to incorporate an IB command term in the research question if possible. Is the question clear, focused and arguable? Does it provide scope for analysis, evaluation and reasoned argument?

Formulating a clear, narrow, focused RQ is essential, as it can guide you in your research and writing. Note: You will most likely need to revise your RQ once you undertake your research. Pay attentions to subject specific vocabulary. Lists are available on the HPC IB web site pages.

Students are expected to:

- Apply analytical and evaluative skills to the subject, with an understanding of the implications and context of their research
- Meet the criteria outlined in the subject guide
- Incorporate appropriate vocabulary. Use the *Command Terms from the International Baccalaureate (IB) Program/Across Disciplines* as well as subject command terms available on the HPC IB website.

Does your RQ provide this opportunity to meet these criteria? IB EE Guide's "**Five steps to developing a research question**" is an additional resource that will be handed out separately to students. Read this excerpt from the IB Extended Essay Guide for clarification on Topic & RQ:

### A note on topic, title and research question

It is important that students understand the distinction between the terms **topic**, **title** and **research question**.

- The **topic** of the extended essay is the subject, issue or theme that you are investigating within a specific DP subject or world studies area of study. The topic, which develops during the initial thinking about the EE, should later be reflected in the wording of the title.
- The **title** of the EE is a clear, summative statement that specifically focuses the topic being researched. It appears on the title page. A title should:
  - be short, descriptive and succinct
  - not be phrased as a question
  - use key words that connect with the topic and the DP subject or world studies area of study
  - attract the interest of the reader.
- The **research question** derives from the title and is expressed as a question that is intended to be answered through researching and writing the EE. It appears on the title page and could also be visible as a header throughout the essay. It should:
  - be clear and focused
  - provide a path through which you can undertake achievable research

- use key words that connect with the topic, the title, and the DP subject or world studies area of study
- support the development of an argument.

### **Develop a Working Outline**

Read, gather information from appropriate sources, and take time to think about your essay topic. Organize your information in notes, on note cards or create an early draft of your essay. Note and use terminology and language appropriate to the subject. Only after you have researched your topic will you be able to create an outline for your essay. You must first educate yourself by doing some research about your topic. This is a work in progress and your outline will become more detailed as you continue your research. Revise your outline as needed until you feel your outline addresses your thesis in a clear, hierarchical manner.

A good outline can help you to structure a reasoned argument in response to the research question based on the materials gathered. Keep a record of resources used, so that you are certain to acknowledge all sources and provide in-text citations. Each work cited in the bibliography must have at least one corresponding in-text citation. Discuss your outline with your supervisor. See section on How to write an outline, and the Rubric for 1500 word outline at end of this handbook.

### **Draft 1**

Write your essay. This is a draft of your final extended essay. Format your essay properly, include your title page, table of contents, body of your essay, conclusion, bibliography. Give a copy of your draft to your supervisor. Paper or electronic. Your supervisor may read and comment on the first draft only. They may not edit the draft. Remember, the supervisor monitors your progress, and offers guidance. Reading your draft is necessary to ensure that the supervisor can authenticate the EE as your own work, when it is submitted to IBO. After meeting with your supervisor, revise and edit your draft as needed. Only the student may proofread their own essay. This is part of the learning process.

### **Final Draft**

Submit to Turnitin.com for uploading to IBO for assessment. Email a copy of your final essay to your supervisor. They will need to read it and confirm its authenticity. Inform the EE Coordinator that you have submitted your Final Draft of your essay and are ready to upload it to IBO. You will be provided a checklist to verify that you have properly formatted your essay.

### **Viva Voce**

The supervisor meets one last time with the student for the concluding interview before completing the supervisor's report. The student writes the final reflection and submits it to the EE Coordinator. All three reflections should not exceed a total of 500 words. Remember no names.

## Assessment

All extended essays are externally assessed by IBO examiners. Two assessments are combined for overall assessment score: the formative assessment (Reflections on planning and progress form) and the summative assessment (the EE itself).

<b>Criterion A: focus and method</b>	<b>Criterion B: knowledge and understanding</b>	<b>Criterion C: critical thinking</b>	<b>Criterion D: presentation</b>	<b>Criterion E: engagement</b>
Topic Research question Methodology	Context Subject-specific terminology and concepts	Research Analysis Discussion and evaluation	Structure Layout	Process Research focus
<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
6	6	12	4	6

Total marks available: 34

The total score of the essay places it in one of the following categories:

- A excellent
- B good
- C satisfactory
- D mediocre
- E elementary (failing)

**Note: Additional Assessment Criteria – excerpt from IB Extended Essay Guide - to be handed out separately and available on HPC IB website.**

## Basic Timeline for Junior IB DP Class

### March – April 18, 2019

Introduction to the Extended Essay - Meet with EE coordinator to go over the process of writing your EE:

- MC: Policies, Timeline, Subjects
- MC: IB Subject Guides
- MC: Assessments Criterion A – E, assess sample essays
- Due April 1: “Extended Essay Agreement” signed by both student & parent/guardian
- Due April 5: Subject Form to EE Coordinator
- Supervisors assigned. Make appointment with supervisor. Bring you IB Subject Guide
- MC: Using Databases for Research
- Due April 15th: Proposed “Subject & Topic Form" to EE Coordinator
- MC: Developing a Research Question
- MC: Internet Research – Information Literacy

### To end of school year 2019

- **Due May 13th:** Topic and work in progress research question due to your supervisor and EE Coordinator
- MC: Writing an Outline
- MC: Citations Review
- MC: Works Cited – MLA and In-Text Citations
- Conduct more focused research, meet with supervisor for guidance on analysis techniques.
- **Due June 1st:** EE Outline 1500 words & annotated Bibliography with 8 - 10 appropriate resources, MLA. Bibliography is included in word count.
- Arrange to meet supervisor for Initial Reflection meeting
- **Due June 3rd:** Initial Reflection emailed to Supervisor and EE Coordinator

**Summer:** Continue reading and conducting research. Take notes. Build your outline.

## Transition to Senior IB DP Class

### August / September 2019

- Work on outline
- Meet with Supervisor to discuss outline
- MC: How to Format the Extended Essay
- **EE First Draft – 3,000 words due September 27**
- Submit to Turnitin.com. Ensure proper in-text citations. Carefully review Similarity report.

### October 2019

- MC: How to write a conclusion
- **Review First Draft with your supervisor by October 11<sup>th</sup>**
- Meet with supervisor for 2<sup>nd</sup> Reflection after review of First Draft
- **Interim Reflection due October 21<sup>st</sup>**

### November 2019

- Final edits and revisions. 3500 – 4000 words.
- **Submit Final EE to Turnitin.com no later than Monday, end of day, November 18<sup>th</sup>**
- Submit paper or eCopy to your supervisor and EE coordinator
- After Final Extended Essay submitted to Turnitin.com, make an appointment for Viva Voce – Final Reflection with your supervisor
- **Write and submit Viva Voce within 3 days of your final meeting. But no later than December 13<sup>th</sup>.**

## How to write an Outline for the Extended Essay

**Brainstorm:** Based on your initial research on your topic, think about your topic. List ideas and main points you would like to include. You might begin with scattered notes or prefer to create a mapping diagram. Your notes could include resources & data you may want to use later. Set deadlines for yourself. What is your initial research question? What is your thesis? A thesis states a premise or theory that your paper will go on to prove and relates directly to your RQ.

**Organize:** Start putting your notes into a logical order and plan a structure for your essay. Do your ideas relate to your thesis? Does your organization show relationships between your ideas and points made in your essay? Continue your research and revise your essay outline as needed. You will make changes as you understand more about your topic. You may discover a need to narrow your focus. For example, you may need to define a narrower geographical boundary, timeline or limit age groups. Continue to build on your outline by filling in gaps with more research. Revise your outline as needed. *Logical order – linked to the structure of the essay – clearly focused on the RQ posed.*

**Label:** Give your headings and subheadings names. These will be listed on your Table of Contents page in your First Draft.

**Format:** Your outline can be in bullet point format, with informative and comprehensive points. Some students prefer to address outline points in full sentences and paragraphs. Clearly label and address each of the 4 sections (I, II, III, IV) of the outline. Here is the most common outline format for sections that have labeled headings and subheadings:

- I. Roman Numerals
  - A. Capitalized Letters
    1. Arabic Numerals
      - a. Lowercase Letters

### Bibliography

Hertzbert, Karen. "How to Write an Outline: 4 Ways to Organize Your Thoughts". *grammarly blog*. Grammarly Inc. 9 Oct. 2017. <http://www.grammarly.com/blog/how-to-write-outline/>. Accessed 9 Feb. 2019.

"Types of Outlines and Samples". *Purdue Online Writing Lab: Owl Purdue*, The Writing Lab and OWL at Purdue and Purdue U, 2018. [owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/types\\_of\\_outlines.html](http://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/types_of_outlines.html). Accessed 9 Feb 2019.

### Rubric: Outline of your Extended Essay / 1500 Words minimum

<b>Include at the beginning of your outline: Student Name, Subject. Topic, Supervisor Name, Time spent with supervisor, Word Count</b>	<b>6</b>
<b>I. Introduction</b>	<b>20</b>
Include your proposed research question - as you continue your research and writing, you may discover you need to revise or completely change your RQ. What is your thesis – what are you proposing?	/5
Include proposed methodology – how do you plan to answer your RQ? How will you ‘unpack’ your thesis? What kind of resources will you use, how will you approach it?	/5
Include how this question relates to existing knowledge <ul style="list-style-type: none"> <li>• summarize the background information needed to understand this topic</li> <li>• Any personal interest?</li> </ul>	/5
Explains the significance of the topic and why it is worthy of investigation	/5
<b>II. Body</b>	<b>25</b>
This will vary based on your subject area. It should demonstrate thought given to the organizational structure of your essay. It can describe how you plan to construct your argument, or the design of your experiment. <ul style="list-style-type: none"> <li>• What are the distinct elements of your thesis? List main points you would like to cover.</li> <li>• How can the thesis be divided and broken down into parts?</li> <li>• What are the topical subsections of your body? Outline each subsection of the body.</li> <li>• What are the central arguments you will make to defend your thesis?</li> <li>• What evidence will you present to support your arguments and thesis?</li> <li>• What are your key sources? How do they support your thesis?</li> <li>• How will you integrate the evaluation of your sources in the Body?</li> <li>• How will you integrate critical <b>analysis</b> into your Body?</li> </ul>	/25
<b>III. Bibliography</b>	<b>25</b>
6 – 10 annotated resources Indicate potential in-text citations (for ex. Data)	
<b>IV. Completion and Formatting</b>	<b>24</b>
Submission is 1500 words or more (not including Works Cited). <b>Word Count is:</b>	/8
Submission is in outline format, indicates logical approach to thesis	/8
in-text citations (MLA )	/8



## Tips on Writing the Extended Essay:

### The Introduction

*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.*

Clearly state the focus of the essay, the scope of the research, indicate the sources to be used.

Give some insight into the line of argument.

Why is the topic important, interesting and worthy of study?

Why is the question significant to the subject field of study?

Provide some background information and set up the appropriate context for your RQ and paper.

Include a clearly and precisely stated research question. **BOLD the research question.**

Write a clear statement of the thesis and argument.

Explain how you intend to answer the RQ - how you propose to proceed in the body of your paper? what should the reader expect in this essay?

*Length: Approximately 1 – 1.5 pages*

### The Body of the Essay

The main task – presented in the form of a reasoned argument.

Include relevant evidence that you have discovered, where and how it has been discovered, and how it supports the argument.

### The Conclusion

Restate the RQ as you present your conclusion.

Clearly state what the conclusion is.

It must be consistent with the argument and evidence presented in the essay.

Include limitations and any new or unresolved questions that arose during the research (if appropriate).

Do not repeat the introduction in the conclusion. Do not bring in any new information that you have not covered in the body of the essay.

*Length: Approximately one half to a full page*

**IMPORTANT: Each resource on your works cited page must be referred to in your EE body with at least one in-text citation – either a direct quote, paraphrase or summary.**



Reminder: Students are expected to comply with the IB Academic Honesty policy, as well as the High Point Central Honor Code / Honor Policy. You will be signing a similar statement as the one below when we upload your Extended Essay to IB.

**On my honor as a student at High Point Central High School I have neither given nor received any unauthorized assistance on this work, nor have I tolerated anyone else's use of unauthorized assistance. \_\_\_\_\_ (Initial)**

## How to Format the Extended Essay



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

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

- the use of 12-point, readable font (Times Roman preferred)
- double spacing
- page numbering
- no candidate or school name on the title page or page headers
- File size must not be more than 10 MB. (Note that the RPPF is up-loaded separately and is **not** part of the overall file size of the essay.) **Please submit as a Word document. No footnotes. No Abstract.**

MLA General Format: See [OWL Purdue Online Writing Lab](#)

## Structure of 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. Your table of contents lays out for the reader the structure of your essay.

There are six required elements of the final work submitted. More details about each element provided in the IB Guide on the HPC web site. Please note that the order in which these elements presented here is not the order in which they should be written.

Six required elements of the extended essay:

1. Title page includes only:
  - The title of the essay
  - The research question
  - The subject for which your EE is registered (Language essay: incl. category, if world studies also state the theme and the 2 subjects utilized)
  - Word count



2. Contents page
  - All pages numbered. Neatly presented, in-line.
3. Introduction
4. Body of the essay (Research, analysis, discussion and evaluation)
5. Conclusion
6. References and bibliography (**MLA 8<sup>th</sup> Ed**)

## Proofreading

The whole essay needs to be proof-read carefully by the student (computer spelling, and grammar checkers are useful but will not do everything). Student must **not** ask someone else to proofread their work as this is an important part of the learning experience.

## 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. Essays containing more than 4,000 words will self-penalize across all assessment criteria.

 <b>Included in the word count</b>	 <b>Not included in the word count</b>
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>

## Referencing and citations

The IB does not specify what referencing/citation format you should use. Whichever system you choose, make sure that you follow it consistently. Check, too, that it meets the minimum requirements for acknowledging both written and electronic sources expected by the IB. See the IB publication: [Effective Citing and Referencing IB Guide](#):

The guide explains why citations are needed, what needs to be cited, when citations are necessary, and how to cite, and provides a list of citation definitions, a documentation checklist, and a chart showing the elements to be included in a reference. Use the navigation on the left side. ***This guide is available on the HPC IB web site.***

**Reminder: Each resource on your works cited page must be referred to in your EE body with at least one in-text citation – either a direct quote, paraphrase or summary.**

### **Other citation resources:**

[Purdue OWL](#) is an excellent resource for proper formatting of MLA citations, as well as other components of your essay. Look at: [OWL: Quoting, Paraphrasing, and Summarizing](#).

[ISU Resource](#): MLA Signal Phrases introduce paraphrases, summaries and quotes. Go to Idaho State University - Writing Handouts, for a helpful list of MLA style signal phrases, as well as tips on paraphrasing, etc.

*This IB EE Handbook is a work-in-progress. Additional resources are provided to students. A Final Extended Essay Rubric will be provided in November 2019.*

*Please see Mrs. Cadmus if you have any questions or concerns.*