

# **Southeast IB Extended Essay 2013**

Designed to be used in conjunction with the IB EE Guide 2013

The **Extended Essay** is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn.

The **Extended Essay** is:  
an **investigation** of a **question** or **issue** on a topic in the subject area of your choice

This **investigation** should include:

- A **research question** stated clearly.
- A **thesis** or **hypothesis** offering a possible answer to your research question.
- An **argument** presenting several points of view (At least two). These points of view should be substantiated by cited quotations.
- These quotations should be explained, interpreted, questioned, argued, and verified from more than one point of view.
- A **conclusion**, clearly stated, summarizing findings of your argument and explaining ways in which they support or refute your thesis or hypothesis.

The **Extended Essay** is not:

- a factual report
- a book report
- a narrative or descriptive story
- a biography
- an expository essay to explain your personal feelings about the topic

### **The length of the extended essay**

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

- the abstract
- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices

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

## **Writing the extended essay:**

The structure of the essay is very important. This is what helps students to organize the argument, making best use of the evidence gathered.

The required elements of the final work to be submitted are listed here. More details about each element are given in the “Formal presentation of the extended essay” section of the 2013 IB EE Guide. Please note that the order in which they are presented here is not necessarily the order in which they should be written.

- Title page
- Abstract
- Contents page
- Introduction
- Body (development/methods/results)
- Conclusion
- References and bibliography
- Appendices

Students should use the chosen system of academic referencing as soon as they start writing (MLA is recommended). 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. Most modern word processors are helpful with this. Some students draft the introduction first. If students do that, they must be prepared to revise it once the essay is complete.

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 most subjects, 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). 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 should not be included in appendices or footnotes/endnotes. The examiner is not bound to read notes or appendices, so an essay that is not complete in itself will lose marks.

The remaining stages in writing the essay take time but are not difficult.

Students need to check that they have cited sources for all material that is not their own, and that the citations are complete and consistent with the chosen referencing system.

The bibliography should list only the sources used in the essay.

The whole essay needs to be proofread carefully (computer spelling and grammar checkers are useful but will not do everything). Pages must be numbered and the contents page must be completed.

The abstract is normally written last.

### **Responsibilities of the student**

It is **required** that students:

- choose a topic that fits into one of the subjects on the approved extended essay list (in the *Vade Mecum*)
- observe the regulations relating to the extended essay
- meet deadlines
- acknowledge all sources of information and ideas in an approved academic manner.

It is **strongly recommended** that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as their research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

### **Advice to students from examiners**

#### **Recommended things to do:**

Examiners' reports frequently emphasize the following positive steps.

#### **Before starting work on the extended essay, students should:**

- read the assessment criteria
- read previous essays to identify strengths and possible pitfalls
- spend time working out the research question (imagine the finished essay)
- work out a structure for the essay

During the research process, and while writing the essay, students should:

- start work early and stick to deadlines
- maintain a good working relationship with their supervisor
- construct an argument that relates to the research question
- use the library and consult librarians for advice

- record sources as they go along (rather than trying to reconstruct a list at the end)
- choose a new topic and a research question that **can** be answered if there is a problem with the original topic
- use the appropriate language for the subject
- let their interest and enthusiasm show

**After completing the essay, students should:**

- write the abstract
- check and proofread the final version carefully.

**Recommended things to avoid:**

Examiners' reports also mention these things to be avoided at all costs.

Students **should not** work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students **should not**:

- forget to analyze the research question
- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the internet uncritically
- plagiarize
- merely describe or report (evidence must be **used** to support the argument)
- repeat the introduction in the conclusion
- cite sources that are not used

**One further piece of advice is as follows:** the more background a student has in the subject, the better the chance he or she has of writing a good extended essay. Choosing to write the extended essay in a subject that is not being studied as part of the Diploma Programme often leads to lower marks.

## **Choosing a Topic**

There are many interesting possibilities here. Choose your subject area carefully.

Each subject area has its good things and its bad things. Before you choose a subject area get to know the things about it that can help you and the things about it that can cause you problems.

\*AVOID INTERDISCIPLINARY ESSAYS!!!

\*Write an **investigation**—not a report! A report tells information...An investigation asks a question and finds information to answer it.

## **Subject Areas**

**Language Arts:** Compare two literary works.

**Possibilities:** This is the least difficult subject area to choose, because you know it. Consider Barnes and Noble classic editions.

**Pitfalls:**

You must focus on a literary work. (Novel, short story, play, poem)

Avoid using more than one book originally written in a language other than English.

Avoid focusing on the writer's life.

Avoid choosing a non-fiction book.

**Visual Arts:** Compare two (or more) pieces of visual artwork.

**Possibilities:** Choose this if interested in art.

They require you to include material from a history and a socio-cultural perspective. This gives you more leeway regarding an interdisciplinary essay.

**Pitfalls:**

Avoid focus on an artist's life

Avoid focus on general trends in art, or art history.

**History:** Compare views from at least two sources on an event or issue

**Possibilities:** Lots of interesting topic choices.

**Pitfalls:**

Avoid focusing on facts. Selected event must be at least 10 years old.

Avoid focusing on telling a story of an event. Avoid focusing on “What ifs”.

Compare likenesses and differences in sources’ accounts of events,

Sources’ accounts are like novels in literature.

But avoid choosing sources that are not historical. (i.e. historical novels, etc.)

**Subject Areas we don’t recommend: (Based on possibility of success)**

Math

Sciences (Biology and Chemistry)

Economics

ITGS

Computer Sciences

Theatre Arts

Psychology

World Religions

## **Assessment**

### **Assessment Objectives**

In working on the extended essay, students are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

### **Using the Assessment Criteria**

The method of assessment used by the IB is criterion-related. That is to say, the method of assessment judges each student in relation to identified assessment criteria and not in relation to the work of other students.

- The aim is to find, for each criterion, the descriptor that conveys most adequately the achievement level attained by the student. The process, therefore, is one of approximation. In the light of any one criterion, a student's work may contain features denoted by a high achievement level descriptor combined with features appropriate to a lower one. A professional judgment should be made in identifying the descriptor that approximates most closely to the work.
- Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached that describes an achievement level that the work being assessed does not match as well as the previous level. The work is therefore best described by the preceding achievement level descriptor and this level should be recorded.
- Only whole numbers should be used, not partial points such as fractions or decimals.
- The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.
- Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance.
- A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from **0 to 36**. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements.

### **The band descriptors are:**

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



## A: Research Question

(Objectives 1 and 2)

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 either the introduction or on the title page <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 either the introduction or on the title page 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 either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

The Research Question is the core of the paper and will become the basis for more than 50% of the overall score.

This should lay out in question form the issue you are planning to investigate.

### **It should:**

- Be appropriate for the subject area
- Be appropriate for the topic
- Lead to a structured in-depth investigation
- Lead to analysis
- Be measureable

The **Research Question** = Specific aspect of topic + 2 points of view + Terms of measurement

### **Sample Research Questions**

#### **Language Arts:**

How do Emily Bronte and Kate Chopin question the place of women in Wuthering Heights and the Awakening and how do they reveal these ideas in their use of themes, motifs and symbols?

**History:**

Does the UN Charter's four criteria justify whether or not it should have intervened in the Burundian Genocides relative to its "Declaration of National Sovereignty" versus its "Threat to International Peace and Security" clause?

**Visual Arts:**

This paper investigates Bosche's painting: "Garden of Earthly Delights" by interpreting its many symbols to determine a comparison between its religious connotations and its scientific implications.

## B: Introduction

(Objectives 1 and 5)

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.

The “Business Paragraph” should be paragraph 1 in your abstract and either paragraph 1 or 2 in your introduction. It should contain the following three things:

Statement of purpose

Research question

Thesis statement

Then your introduction should include the following other sections:

- A. Specific background information appropriate to your topic. (Including any concepts, theories, terms, etc. that are relative to your investigation.)
- B. Why it is important and worthy of study
- C. An explanation of how you plan to conduct your investigation. (Including any experiments and personal studies such as interviews and/or surveys.)

## C: Investigation

(Objectives 1 and 3)

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.

**Reminder:** The **Extended Essay** is an **Investigation** not a **Report**.

### **An Investigation:**

Presents two sides like a debate

Focuses on sources

Focuses on thinking by finding out, comparing and contrasting

### **Factors that indicate an essay is an Investigation:**

-There is more than one opinion, possibility or theory being presented.

-The writer includes a comment after a quote explaining why it was included.

-The writer evaluates the quality of an author or source, or the quality of the information.

-The writer questions the information presented or introduces another possibility to consider.

-The writer breaks down a main idea into smaller pieces of information, and/or gives examples explaining more about the information from the sources.

-Two different ideas, people, or events are compared and contrasted.

### **A Report:**

Presents facts

Focuses on information

Focuses on writing facts down in an accurate narrative sequence

Factors that indicate an essay is a **Report**:

- Only one point of view is presented.
- There are no cited quotes just facts presented as if they are the writer's own ideas.
- Facts are presented as true with no other possibilities considered.
- The writer focuses on information rather than the quality or purpose of the information.

## D: Knowledge and Understanding of the topic studied

(Objectives 3 and 7)

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.

<b>Achievement Level</b>	<b>Descriptor</b>
<b>0</b>	The essay demonstrates no real knowledge or understanding of the topic studied.
<b>1</b>	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
<b>2</b>	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.
<b>3</b>	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
<b>4</b>	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

(Objectives 1 and 4)

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.

**Subdivide the argument according to your terms of measurement.** This enables you to “analyze your research question” by breaking it down to its component parts. It also ensures that you will be building your argument by constantly showing your reader how it “relates to your research question”. Also it helps you sequence the presentation of your ideas in a ‘logical and coherent’ way.

**Insert Quotes.** This allows you to show a balance of your own ideas as well as those from your research.

## Inserting Quotations

Remember that your quotes show the extent of balance between your ideas and the substantiation of these ideas by research from the “experts”.

There should be at least 20-30 quotations... 2 or 3 per page.

**Cite all factual information:** Are you sure the facts can be found in at least 5 sources and can be considered common knowledge? If you are not certain of this, you will need to cite the information.

**Choose quotes carefully:** Make sure they fit with the point you are making. Think about the purpose of each quote you select.

**Use quotes to substantiate ideas or give examples:** Quotations should show where you are basing a point you are making on some source. Avoid “telling the story”, but rather quote from the story to show points you are trying to make about the story.

**Framing quotes:** Quotes need to be introduced, presented, cited and followed up with a comment or explanation. (i.e. how the quote verifies the reason why it was included, how it compares to another point of view previously presented, or how it may be an example of bias or an assumption that might be questioned.)

## As you insert quotes, try to do as many as possible of the following:

**Substantiation:** Cite a source as an example of a point you are trying to make.

**Interpretation:** Explain what a source may be trying to say.

**Limitation:** Consider points a source may not have included which limit our knowledge on the information presented.

**Reliability:** Judge the quality of a source—  
Point out why it’s view may or may not be reliable.

**Consistencies:** Find points on which two sources seem to agree.

**Discrepancies:** Find points on which two sources seem to disagree.

**Assumptions:** Find information that seems to be assuming something that may or may not be true.

**Bias:** Find information presented as fact that is based on a source’s opinion.



### **Examples of framed quotes:**

As one humane historian, Friedrich Meinecke, puts it during World War I, “It is the spirit of Bismarck...which forbids us to sacrifice our vital interests and forces us to the heroic Decision to take up the prodigious struggle against East and West” (Evans3). What makes this quote so remarkable is how even a “humane liberal” would look up to the qualities of a figure widely known as an “arrogant imperialist”. It shows that Bismarck’s record of gains for the German state has left an influence on the people...

The two played every day, flew kites, went to town with their fathers, and celebrated birthdays together. Since both of the boys’ mothers had either died or left them at a young age, they were breastfed by the same woman hired by Amir’s father, Baba. Baba tells Amir at a young age, “There is a brotherhood between people fed from the same breast, a kinship not even time could break.” (Hosseini 11). This quote foreshadows the relationship between Amir and Hassan that will continue throughout the novel. It demonstrates that the bond the two boys share is not just a childhood friendship that will fade with time.

**Avoid conclusive statements:** In your comments on your quotes, keep the mood of investigation throughout your introduction and argument and save decisions for your conclusion. (i.e. you might say something like: this **seems** to suggest that...rather than this **is**...

### **Here are some other examples of signals you might consider:**

**A. To show you are making a basic logical response to an idea quoted:**

This quote shows... From this one might assume... From this we can conclude... In other words... Accordingly... Consequently... Therefore... Hence... Thus..., etc. This suggests (implies, indicates) that, ... etc.

**B. To show a likeness:**

This confirms..., Like such and such,... This is one more example of..., Again we see..., etc.

**C. To show a difference:**

Nevertheless..., However,... In contrast to..., Conversely another source points out that... Whereas Hitler did (this)... Napoleon did... (that) Though this may be true..., it may not account for--  
etc.

**D. Other ways to show you are opened to many possible points of view:**

Instead of using words like “is”, “are” when making a statement, use words like, “may”, “might”, “seem to be” or add words like, “perhaps”, “apparently”, “evidently”, etc.

## **F: Application of Analytical and Evaluative Skills Appropriate to the Subject**

(Objective 7)

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

## G: Use of Language Appropriate to the Subject

(Objective 6)

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

## H: Conclusion

(Objectives 1, 4 and 5)

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.

### There are certain specific things you should know when writing your conclusion:

-Make sure you include a **subtitle** within your text to set the conclusion out clearly for your examiner.

-Focus on the **relationship between your conclusion** and your **research question, your thesis**, and the **material** you have presented in your argument.

### To do this make sure you include the following:

- Restate your research question or refer to it in some way.
- Restate your thesis.
- Summarize what you actually did in following your “plan of investigation” as described in your introduction.
- Any problems in following your original plan?
- To what extent has the information you found supported or refuted your thesis? List examples.
- Any surprises from your research? Reasons for these surprises?
- Any knowledge issues? Limitations? Assumptions? Bias?
- What did you learn from your research?
- Did your research produce any new questions? Or were there any unresolved questions that did not get answered by the research?
- If you were to research this topic again, what changes and/or improvements would you make in your plan of investigation and/or your thesis?

**\*Note:** You should not introduce any new information in your conclusion. All material included here should have been previously presented in your argument or introduction. Your findings then are based on ideas already presented. There should be no new quotes. Any quotes you refer to in your conclusion should be quotes already presented.

## I: Formal Presentation

(Objective 5)

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), and word count.

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.

### Standard format also refers to:

1. Proper sequence of pages
2. Headings and titles
3. Spelling, grammatical construction, capitalization, punctuation,
4. Standard MLA (or other documentation method) for citation of sources.
5. Format for illustrations and their citations:

\* Illustrations usually appear in the form of photocopies, graphs, tables, charts, maps, and diagrams. Anything you design on your own does not need citation. But anything you derive from a book or other resource does need to be cited. This citation should appear just below the illustration and should name the source from which the idea came.

## Criterion J: Abstract

(Objective 5)

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

Achievement Level	Descriptor
0	The abstract exceeds 300 words <b>or</b> one or more of the required elements of an abstract (listed above) is missing.
1	The abstract contains the elements listed above but they are not all clearly stated.
2	The abstract clearly states all the elements listed above.

An abstract **not exceeding** 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last.

The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are for it to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the extended essay

**The abstract should** be typed on one side of a sheet of paper, and placed immediately after the title page.

**The abstract should** give the examiner/reader a quick snapshot of your essay so that he/she can follow the direction you intend to take.

**The abstract should** contain 3 paragraphs:

**Paragraph one** should include:

The Statement of Purpose  
The Research Question  
The Thesis Statement

**Paragraph two** should include:

The **key points** you intend to make. The “terms of measurement” in your research question should give basic ideas for these.

The **sources used**. It is good to include references to both primary and secondary sources. Select the sources used most frequently, showing opposing idea, and the sources that represent a variety of media.

**Paragraph three** should include:

**Findings:** Here you should **refer to your thesis**. Whether or not it has been supported **by your research**. (And **why** or **why not**).

**\*Word count** for the abstract only should be inserted at the lower left of the page and should not exceed 300 words.

## K: Holistic Judgment

(Objective 1)

The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.

Achievement Level	Descriptor
0	The essay shows no evidence of such qualities.
1	The essay shows little evidence of such qualities.
2	The essay shows some evidence of such qualities.
3	The essay shows clear evidence of such qualities.
4	The essay shows considerable evidence of such qualities

**Specifically consider the qualities listed above in terms of the following:**

**Personal engagement:** This refers to your “work ethic” and your enthusiasm, and commitment to the design and execution of your investigation plan. Also, it includes whether or not you contact your advisor and keep him/her abreast of your activities. As well, it refers to the manner in which you pace your tasks and meet deadlines—starting your work in a timely fashion, attacking problems as they occur and showing perseverance in getting the job done. Your advisor can communicate this sort of thing as he/she signs off on your essay.

**Initiative:** This refers to the way you find solutions to problems by visualizing possibilities. Also the extent to which you show you have read and followed the criteria and used the guide as a start to creating your own ideas. Your advisor can communicate this to the examiner.

**Depth of understanding and insight:** In doing the above, you work hard to gather research that demonstrates a solid knowledge about your topic and an ability to express that knowledge in an appropriate way. Your essay should show evidence of this.

**Inventiveness and flair:** This aspect refers to the uniqueness and creativity that you demonstrate in your style of writing and in your presentation of fresh ideas. The examiner should be able to see this as he/she reads your work.