

Guide to the IB Extended Essay – May 2019 Session

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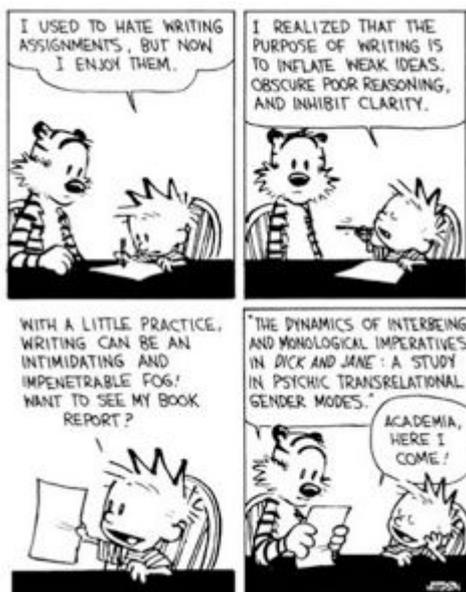
Foreword

The purpose of this guide is to introduce you to the extended essay and to outline the steps involved in carrying out this piece of independent research.

The role of the Extended Essay Supervisor, usually a teacher or administrator who works at the school, is explained here. Your Supervisor will provide you with guidance and support throughout the process.

Details of how the essay is assessed can be discussed with your supervisor but you will find some guidance on assessment in this guide. The details of how the criteria are applied in a specific subject (subject guidelines) or the formatting requirements that may be necessary in your subject should be discussed and agreed with your Supervisor. The guide also contains some forms to help you get organised, a checklist, and other useful material such as a list of FAQs and advice from examiners.

The guide does not tell you what to research, what data to collect or what to write; that is up to you. After reading this guide you will come to the conclusion that the key to success is a good research question, a well organised approach to the process and an effective working relationship with your supervisor.



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1. The Learner Profile



The graphic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with various attributes of the IB Learner Profile, such as 'KNOWLEDGEABLE', 'BALANCED', 'OPEN-MINDED', 'RISK-TAKERS', 'REFLECTIVE', 'INQUIRERS', 'PRINCIPLED', 'COMMUNICATORS', and 'BALANCED'. To the right of the silhouette is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of a person's head inside.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

| | |
|---|---|
| <p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> | <p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> |
| <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> | <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> |
| <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> | <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> |
| <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> | <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> |
| <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> | <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> |

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

(published online by IBO)

2. Introduction

An extended essay is a formal piece of writing of not more than 4000 words accompanied by a reflection form of no more than 500 words.

Most students write between 3200 and 3800 words. The essay is a piece of *independent* research based on an in-depth study of a limited topic within a specific subject area and is usually written in one of your six IB subjects.

The emphasis for the extended essay is on personal research, analysis, and critical evaluation. This task also requires the communication of ideas in a formal, logical, and coherent manner.

The extended essay is a long-term assignment started in Grade 11 and completed about 8 months later in Grade 12. Although this may seem a long time, it includes time for formulating the research question, planning, collecting data, preparing a draft, re-writing, completing bibliographies and the abstract, and presenting the final copy. All of these areas need to be completed well, and not left to the last minute, if you are going to present a good essay. Remember, you still have to complete your other assignments, too.

The requirement

Every IB candidate who is registered for the full diploma must submit an extended essay. Failure to complete this requirement means that you will not be awarded the full diploma even if you score 7 in every subject. It is **required that** you:

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

3. The Supervisor

You are provided with a suitably qualified supervisor with whom you are required to work closely and cooperate fully. Amongst other tasks that the supervisor completes you can expect that they will:

- give you guidance on how to conduct research
- discuss your choice of topic and whether it is suitable within the regulations
- help you to formulate a research question
- monitor your progress
- provide you with encouragement and support.

4. Choosing a subject and a Supervisor

The topic of the extended essay is the particular area of study within the chosen subject. Before any work can be started on the topic of the essay, you must choose a subject. The subject is chosen from the list of subjects offered by the IB. Many of these subjects, but not all, are taught at ISD. While it is possible within the regulations to choose a subject that is not one of your diploma subjects or even one that is not taught at ISD, this is not recommended and in fact in most cases is strongly discouraged.

In any case, writing the essay in a subject that is not taught at ISD is only possible if a suitably qualified supervisor is available to act as a guide in that subject. You should consider how the criteria will be applied in the specific subject areas to help you decide your choice of subject. These subject specific assessment guidelines are available from subject departments.

Extended Essay supervisors are assigned by the department heads. The Supervisor is someone who has knowledge about the extended essay in your choice of subject area. They may not necessarily be a teacher of that subject but will be a teacher or administrator employed at ISD.

Your Supervisor will guide you through the process of developing the research question, planning the essay, keeping you to the time scale and helping you to meet the criteria. Your Supervisor is there as a guide, source of support, advice and direction in the research process. The supervisor provides a predicted grade for the essay after reading the final paper but does not formally assess the essay. The supervisor also does not write the paper for you!

The supervisor must be in a position to verify that the work you are submitting is yours and meets all the requirements of ethical practice and academic honesty. To ensure that your supervisor can do this you must remain in regular communication throughout the process.

Note: you are expected to cooperate with your supervisor in all matters relating to the extended essay. If you fail to live up to this expectation and fail to respond to warnings in this regard, the supervisor may withdraw their support for your work. It will then be necessary to assign a different supervisor who may be less familiar with your area of study, and may mean that you must complete the extended essay without any further feedback.

5. Choosing a Topic and Research Question

Work with your Supervisor to choose the topic within the subject area. The topic should be both interesting and a challenge. It needs to be limited in scope but at the same time allow you to study the topic in-depth. A topic that is broad is unlikely to result in a successful extended essay.

Similarly, a topic that requires no personal research, but is generally descriptive or narrative in approach is also unlikely to result in a successful essay. The essay is not just a collection of someone else's ideas that you are paraphrasing. An essay that is just you collecting ideas from many secondary sources is not a piece of personal research.

Once you have chosen a topic, you should narrow the focus of the research further and formulate a *specific research question*. Most essays have, as their title, the research question, as this helps you to maintain the purpose and orientation of the essay. A hypothesis is also suitable as a title. It is the responsibility of your Supervisor to guide you in formulating this, but it is your research question and in the end you are the one who must take responsibility.

Before an EE supervisor can be assigned you must complete the **Extended Essay – Research proposal (1)**. This proposal should act as a basis for discussion and will help the department head to assign a suitable supervisor.

Some advice on How to Generate a Research question

A good research question will usually include the following attributes:

- It does not have a simple (trivial) or one word answer
- The answer cannot be obtained by reading a single source
- There is room for disagreement / different opinions
- The subject matter can be treated within the time and word count

Extended Essay – Research proposal (1)

Complete and return to *Mrs Massong by December 7.*

| | |
|------------|-------|
| 1. Subject | Name: |
|------------|-------|

2. What am I interested in researching and why?

3. Proposed area(s) of research for the essay (provide as much detail as you can).
What have I found out so far and what resources have I used?

4. What possible **research questions** have emerged (try to state 2-3 ... keep them narrowly focused)

5. How might I go about undertaking my investigation? (Resources, methods, planning)

Member(s) of staff you have consulted with regarding your essay.

Staff

member.....Initials.....

Extended Essay – Research Proposal (2)

(Issues to be considered in a first/early meeting with your supervisor)

Subject

Name:

What ethical issues do I need to consider in this research?

Which possible **research question(s)** will I investigate further?

What am I going to do next?

What do I plan to bring to the next meeting with my supervisor?

6. Subject availability

Regulations relating to Extended Essays

Group 1 (A languages) and Group 2 (B and Ab Initio languages)

Extended essays submitted in a group 1 or group 2 languages must be written in that language.

A language A SL school supported self-taught candidate is not permitted to offer an extended essay in his or her language A.

A candidate is not permitted to submit a group 2 extended essay in a language A that is a subject for their diploma.

A group 2 extended essay cannot be offered in a candidate's language A, regardless of whether that language A fulfils a diploma requirement for groups 1, 2 or 6.

Group 1

A group 1 extended essay is intended for students who are writing in their best language (that is, students who could offer the language in question as a language A). The essay must be written in the language for which it is registered.

Students are not allowed to submit a group 1 extended essay in their group 2 language.

There are 3 categories of group 1 extended essays:

- Category 1: Studies of a literary work(s) originally written in the language in which the essay is presented
- Category 2: Studies of a literary work(s) originally written in the language of the essay compared with literary work(s) originally written in another language
- Category 3: Studies in language.

You should write the category of the essay alongside the subject in which it is registered on the EE cover sheet, for example:

- English A Cat: 2; German A Cat : 3; Spanish A Cat : 1.

Group 2

A group 2 extended essay is intended for students who are studying a second modern language. You may **not** write a group 2 extended essay in a language that you are offering as a language A1 for the diploma.

There are 3 categories of group 2 extended essays:

- Category 1—Language
- Category 2—Culture and society (a or b)
- Category 3—Literature

You should write the category of the essay alongside the subject in which it is registered on the EE cover sheet , for example: English B Cat: 2 (b); German B Cat :3; Spanish B Cat : 1.

Other subjects available at ISD include:

- Group 3: History, Economics, Psychology, ITGS
- Group 4: Biology, Chemistry, Physics, SEHS, DT
- Group 5: Mathematics
- Group 6: Visual arts, Music, Theater

Other subjects may be available if a supervisor can be found.

Interdisciplinary option: World Studies

An extended essay in world studies provides students with an opportunity to undertake an in-depth, interdisciplinary study of an **issue of contemporary global significance**. World studies extended essays may examine issues such as the global food crisis, climate change, terrorism, energy security, migration, and global health, technology and cultural exchange. Global issues of this nature play out in local contexts—a zero-carbon footprint city policy in Denmark; a new clean energy technology used by a village in India; the education of migrant children in two contrasting frontier towns. An in-depth examination of local instances of globally significant phenomena provides opportunities for a well-grounded appreciation and understanding of the issue under study.

7. How your Essay is Assessed

Extended essays presented by diploma candidates are marked by an external examiner appointed by the IB, Your Supervisor can offer guidance as to how well you are meeting the assessment criteria but they *cannot give you a mark*.

Essays are marked on a scale from 0 to 34 based on the one set of assessment criteria. The total score obtained on the scale 0 to 34 is used to determine the grade A (excellent) – E (elementary) the essay is awarded. **You should note that a grade E in the extended essay is a failing condition for the award of the Diploma.** The mark for the extended essay is used along with the mark for TOK to arrive at an award of bonus points according to the following table.

TOK / extended essay matrix as of May 2018

| ToK/EE | A | B | C | D | E |
|--------|-------------------|---|---|---|-------------------|
| A | 3 | 3 | 2 | 2 | Failing condition |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing condition | | | | |

This matrix applies from the May 2015 session onwards

- Significant changes from the old matrix:
- B / C combination results in 2 points (previously 1 point)
- A / E combination results in 0 points and a **failing condition** (previously 1 point and passing with 28 points or above)

Assessment Criteria

Assessment of the extended essay is a combination of the *Reflections on planning and progress form* and the extended essay.

Generic assessment criteria are used with subject-specific interpretations.

Overview

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

Total marks available: 34

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.

The information below is available in the online EE guide, published by IBO

| Level | Descriptor of strands and indicators |
|-------|---|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1–2 | <p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none">• Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none">• The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.• The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none">• The source(s) and/or method(s) to be used are limited in range given the topic and research question.• There is limited evidence that their selection was informed. |

| | |
|-----|--|
| 3–4 | <p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p> |
| 5–6 | <p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods. |

Criterion 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.

| Level | Descriptor of strands and indicators |
|-------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1–2 | Knowledge and understanding is limited. <ul style="list-style-type: none">• The selection of source material has limited relevance and is only partially appropriate to the research question.• Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. Use of terminology and concepts is unclear and limited. <ul style="list-style-type: none">• Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 3–4 | Knowledge and understanding is good. <ul style="list-style-type: none">• The selection of source material is mostly relevant and appropriate to the research question.• Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. Use of terminology and concepts is adequate. <ul style="list-style-type: none">• The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion. |
| 5–6 | Knowledge and understanding is excellent. <ul style="list-style-type: none">• The selection of source materials is clearly relevant and appropriate to the research question.• Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. Use of terminology and concepts is good. <ul style="list-style-type: none">• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

Criterion C: Critical thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

| Level | Descriptor of strands and indicators |
|-------|---|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1–3 | The research is limited. <ul style="list-style-type: none">• The research presented is limited and its application is not clearly relevant to the RQ. Analysis is limited. <ul style="list-style-type: none">• There is limited analysis.• Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. Discussion/evaluation is limited. <ul style="list-style-type: none">• An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.• The construction of an argument is unclear and/or incoherent in structure hindering understanding.• Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.• There is an attempt to evaluate the research, but this is superficial. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion. |
| 4–6 | The research is adequate. <ul style="list-style-type: none">• Some research presented is appropriate and its application is partially relevant to the Research question. Analysis is adequate. <ul style="list-style-type: none">• There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.• Any conclusions to individual points of analysis are only partially supported by the evidence. Discussion/evaluation is adequate. <ul style="list-style-type: none">• An argument explains the research but the reasoning contains inconsistencies.• The argument may lack clarity and coherence but this does not significantly hinder understanding.• Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.• The research has been evaluated but not critically. |

| | |
|--------------|---|
| <p>7–9</p> | <p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. • This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical. |
| <p>10–12</p> | <p>The research is excellent.</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. • Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. • This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. • The research has been critically evaluated. |

Criterion 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.

| Level | Descriptor of strands and indicators |
|-------|--|
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1–2 | Presentation is acceptable. <ul style="list-style-type: none">· The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.· Some layout considerations may be missing or applied incorrectly.· Weaknesses in the structure and/or layout do not significantly impact the reading understanding or evaluation of the extended essay. |
| 3–4 | Presentation is good. <ul style="list-style-type: none">· The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.· Layout considerations are present and applied correctly.· The structure and layout support the reading, understanding and evaluation of the extended essay. |

Criterion 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, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

| Level | Descriptor of strands and indicators |
|-------|---|
| 0 | The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted. |
| 1–2 | Engagement is limited. <ul style="list-style-type: none">· Reflections on decision-making and planning are mostly descriptive.· These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| 3–4 | Engagement is good. <ul style="list-style-type: none">· Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.· These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| 5–6 | Engagement is excellent. <ul style="list-style-type: none">· Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process.· These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |

Unpacking the Criteria

The information below is available in the online EE guide, published by IBO.

(https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=6&chapter=8)

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.

Each criterion is organized at three levels of information. Firstly, the markband, which relates to the mark range available; secondly, the strand, which relates to what is being assessed; and, thirdly, the indicators, which are the demonstration of the strands within a markband. For example:

| | |
|-------------------------|---|
| <p>Markband 1–2</p> | <p>(Strand) The topic is communicated unclearly and incompletely. (Indicators of the strand)</p> <ul style="list-style-type: none"> ● Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>(Strand) The research question is stated but not clearly expressed or too broad. (Indicators of the strand)</p> <ul style="list-style-type: none"> ● The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. ● The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>(Strand) Methodology of the research is limited. (Indicators of the strand)</p> <ul style="list-style-type: none"> ● The source(s) and/or method(s) to be used are limited in range given the topic and research question. ● There is limited evidence that their selection was informed. |
| <p>Criterion</p> | <p>Unpacking the criterion</p> |

| | |
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| <p>A: Focus and method</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 title and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p> <ol style="list-style-type: none"> 1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness. <ul style="list-style-type: none"> ○ How well does the research paper identify and communicate the chosen topic? 2. The title is a formal requirement on the <u>title page</u> of the essay. If the title is missing, it will be considered on balance with the other formal requirements against criterion D. While there is no explicit penalty in criterion A, the title will help address the requirements as it expands on the student's intended focus. Without a title, students lose an opportunity to clarify their focus. 3. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question. <ul style="list-style-type: none"> ○ Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task? ○ Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area? ○ Is the focus of the research question maintained throughout the essay? 4. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question. <ul style="list-style-type: none"> ○ Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit? 5. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. The quality of the research question itself is not considered when assessing source selection on balance. |
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| <p>B: Knowledge and understanding</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> <ol style="list-style-type: none"> 1. The research question being investigated is put into the context of the subject/discipline/issue. <ul style="list-style-type: none"> ○ Demonstration of the appropriate and relevant selection and application of the sources is identified. 2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology. <ul style="list-style-type: none"> ○ The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed. 3. Sources/methods are assessed here in terms of their application to support knowledge and understanding in response to the research question. |
| <p>C: Critical thinking</p> | <p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ol style="list-style-type: none"> 1. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented. 2. The analysis of the research is effective and focused on the research question. 3. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question. 4. There is a critical evaluation of the arguments presented in the essay. 5. Unlikely or unexpected outcomes can also demonstrate critical thinking. |

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.

1. **Structure:** the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. (Examiners, supervisors and students are advised to check the guidance given in the *Extended essay guide* for the relevant subject.)
2. **Layout:** title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, Works Cited and referencing.
 - The referencing system should be correctly and consistently applied and should contain the minimum information as detailed in the *Effective citing and referencing* document.*
 - The extended essay has not exceeded the maximum word limit.**

3. **Formal requirements:**

Suggested formatting

- The use of 12-point, readable font
- Double spacing
- Page numbering
- No candidate or school name on the title page or page headers
- File size of not more than 10 MB (Note that the RPPF is uploaded separately and is not part of the overall file size of the essay.)

A title page, including only:

- 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.

* Referencing and bibliographies are only assessed against criterion D based on their visual layout (for example, consistent presentation of footnotes) and presence (Works Cited as a structural requirement). The content and completeness of a reference or bibliography should not be assessed. Insufficient or incomplete references or bibliographies will be raised by examiners as a case of “suspected malpractice” for further investigation prior to issue of results, with no undue assessment penalties applied.

** While there is no explicit penalty in criterion D for exceeding 4,000 words, students should be aware that examiners will not read beyond the 4,000-word limit. Criterion D specifically may be impacted if, in exceeding 4,000 words, one of the

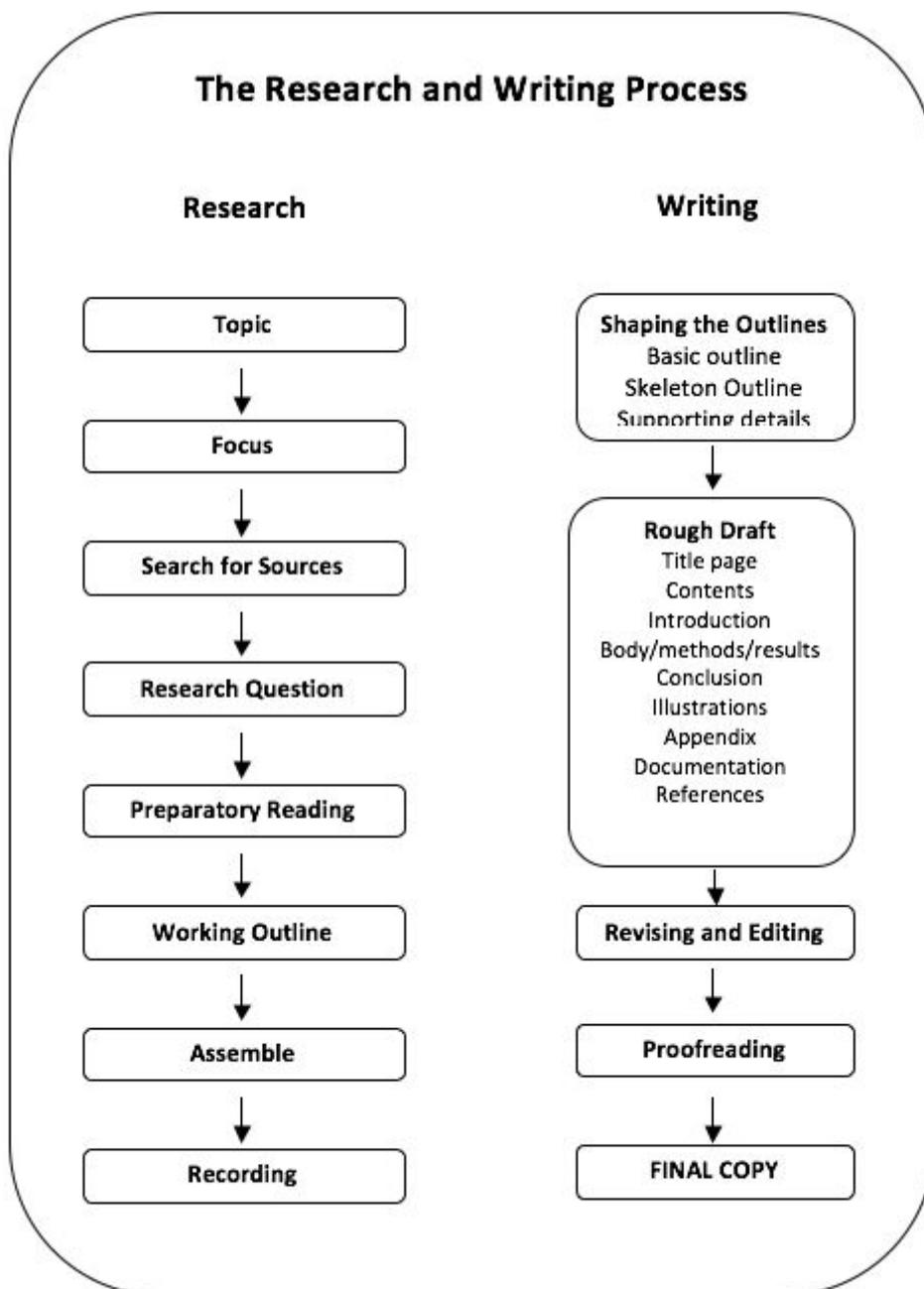
| | |
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| | structural requirements of the essay (for example, the conclusion, or important illustrative material) is unassessed by the examiner because he or she is not required to read beyond 4,000 words. |
| E: Engagement | <p>This criterion assesses 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 <i>Reflections on planning and progress form</i>.</p> <ol style="list-style-type: none"> Engagement with the process: the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices. Engagement with their research focus: an insight into the student’s thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student’s engagement reflected? |

Grade Boundaries

| Grade: | E | D | C | B | A |
|-------------|-----|------|-------|-------|-------|
| Mark range: | 0-6 | 7-13 | 14-20 | 21-26 | 27-34 |

8. Developing an Essay Plan

There will be many subject areas chosen, and a diversity of topics will come from these, leading to many different approaches to the research that is required. These notes do not give detailed advice on the methods and skills needed for the personal research required by your extended essay, however, they do suggest a general systematic approach that can be used to generate the ideas and gather the data that can be used to develop a good answer to a specific research question.



The previous diagram, suggested by the IB, provides a model for the process of conducting the research and writing the extended essay.

Once you have collected your data, organised and analysed it, the IB suggests that the majority of the essays are likely to follow a structure or format similar to that described in the next few paragraphs.

Introduction, this should include:

- an indication of why the topic is interesting to you, important and worthy of study;
- some background information and the context of the topic;
- an indication that the topic has been narrowed from a broader context;
- a clear and precisely stated research question;
- a response to the research question that will be then fully developed in the body of the essay.

Development and body, this should include:

- a systematic development of a convincing answer to the research question;
- a structure and approach consistent with the conventions of the subject being studied;
- your critical analysis of the data and subject matter being researched.

You are advised to organise the essay into three or four separate sections that can be worked on independently but integrated into a whole at the final stages of writing.

Conclusion, this includes the requirements that:

- it is clearly stated and identified;
- it is relevant to the research question being investigated;
- it is well-supported by the evidence presented in the body of the essay;
- it does not introduce new evidence;
- it identifies issues, unresolved questions and new questions that have emerged from the research.

9. Ethical Practice and Academic Honesty

An extended essay, which is based on information obtained from participants must abide by recognised ethical practice. This places a requirement on you as the researcher to inform yourself about what standards might apply. You must discuss this with your supervisor. The following guidelines should be considered in conjunction with the IB ethical practice as outlined on the ethical practice poster.

Conducting good research for your extended essay is not just a matter of the quality or even the quantity of data that you gather, but also the way in which you undertake your work. These guidelines are intended to support you through this aspect of the research process and should be used in discussion with your supervisor. You should also make sure that you are fully aware of the ethical guidelines which are specific to the subject of your essay e.g. biology, psychology etc.

Responsibilities and relationships with your participants

It is important to be aware that as a researcher you are engaging in a social relationship with your participants whether they be individuals or social groups.

Research should be based on informed consent. That is, the information given by your participants should be done so freely on the basis that they know and understand:

- the purpose of your research,
 - who is undertaking it,
 - why it is being undertaken
 - what will be done with the information
1. Your participants should be given anonymity. Do not refer directly by name to the participants in your study.
 2. Inform your participants that they may reject the use of data-gathering devices.
 3. Respect the wishes of those who do not want to participate in your study.
 4. If you plan to or anticipate that your research will be placed in the public domain e.g. publications, conferences, seminars etc., you should inform your participants of this is, along with the guarantees of anonymity.
 5. Always ask for permission from each individual you approach even if you have been granted access to a group. Do not assume consent from every individual.
 6. Share the information that you gather with your participants as a way of ensuring accuracy.
 7. It is essential that you do not engage in any activities or act in anyway which may have negative consequences for you participants or their relationship with others who may not be directly involved in your study.
 8. It is important for the researcher to be sensitive to and to respect conventions/ cultural constraints when carrying out research in a cultural context with which he/she is not familiar or of which he/she is not a member.
 9. The presentation of research findings should respect the sensitivities of the community in the context in which the research has been undertaken.

Ensuring Anonymity and Confidentiality

1. At the start of your research you should guarantee confidentiality and anonymity.
2. As a researcher you should respect the privacy and anonymity of your participants.
3. The identities and any related research records (e.g. interview transcripts, interviews tapes, video tapes, observation notes etc.) should be kept confidential.
4. You should always store your data in a secure manner and ensure that there is no traceable link to the participants.
5. If you need to or have to share data with others (e.g. your supervisor), inform such people of the guarantees you have given and that they too, should abide by them.
6. Avoid any actions or behaviours which may make it difficult for other researchers.
7. You should be familiar with the ideas set out in the IB ethical practice poster

Academic Honesty

You, the student, are ultimately responsible for ensuring that your extended essay is authentic, with the work or ideas of others fully and correctly acknowledged. Additionally, it is the responsibility of your supervisor to confirm that, to the best of their knowledge, the version of the extended essay submitted for assessment is your authentic work.

You are required to submit an electronic version of your essay in September. This version of your essay will be forwarded to an external website where its content will be checked for plagiarism and incorrect referencing.

Both plagiarism and collusion are forms of malpractice that incur a penalty.

The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma or an additional certificate.

10. Extended Essay – Reflections

Links used in this section are taken from the online guide to the Extended Essay, published by IBO

Supporting the mandatory reflection sessions

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=4

There are three mandatory reflection sessions that are a formal part of the extended essay and should be recorded on the *Reflections on planning and progress form*. Following each session, students are required to complete the relevant comment section on the form (the

form is on ManageBac) and submit it. The supervisor must then date the form and after the final reflection session, the *viva voce*, add their own comment.

Reflection sessions

The following sections provide guidance with regard to preparing for and undertaking the three mandatory reflection sessions

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=4§ion=1

Preparation for the first reflection session

As preparation for their first reflection session, students should do the following.

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the *subject-specific section of the Extended essay guide* for the subject they are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
4. Undertake further background reading and begin to gather information around their area of interest. This exploration should give rise to a variety of topics and questions that students can consider for further research. At this stage it is important that students consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in their Researcher's reflection space.
5. Begin developing a research proposal which might include a MindMap[®] of ideas, an annotated article or preliminary bibliography. Additionally, students must already be thinking in terms of the following questions.
 - Is my topic appropriate for the subject I am considering?
 - Why am I interested in this area and why is it important?
 - What possible questions have emerged from my initial reading?
 - Are there any ethical issues that I need to consider?
 - What possible methods or approaches might be used for research in this area and why?

It is recommended at this point that the student–supervisor relationship is formalized and the student can consider himself or herself prepared for the first formal reflection session.

First formal reflection session

This initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their work. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student's working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

Preparation for the interim reflection session

Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.

In preparation for the interim reflection session, students should have:

- attempted to refine a focused and appropriate *research question*
- significantly deepened their research and recorded pertinent evidence, information or data in the *Researcher's reflection space*
- reviewed and consolidated the methodologies they are using
- formulated arguments based on the evidence that they have collected
- added to the working bibliography for their research.

The interim reflection session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:

- a clear and refined *research question*
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs.

Preparation for the final reflection session (viva voce)

The viva voce or concluding interview

The third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

The *viva voce* is a short interview between the student and the supervisor, and is a conclusion to the extended essay process.

The *viva voce* serves the following purposes.

1. An opportunity to reflect on the research process
2. An opportunity to reflect on what has been learned
3. An aid to the supervisor's report on the extended essay cover sheet
4. A check on plagiarism and malpractice in general

The *viva voce* may last between 20 and 30 minutes and will take the form of an interview. You may be asked to explain your reasoning in certain passages of the essay or to explain how or where you obtained the information that you have presented or to elaborate on some of the sources you have accessed. In addition you could be asked to give an account of your research approach as well as the broader context of your research.

Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.

Students should bring the following to this session:

- **extracts from their RRS that illustrate how they have grown as learners through the process of reflection**
- **a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.**

11. Citations and The Works Cited

The direct or indirect use of the words of another person, written, oral, or electronic, must be acknowledged appropriately, as must visual material used in the essay that has been derived from another source. (IB, 1998, 2007).

If you do not meet this requirement your work will be viewed as plagiarism and will therefore be dealt with as a case of malpractice. This means you will not be awarded your diploma.

12. Editing, Polishing and Presenting

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

The length of the essay must not exceed 4000 words; an examiner is not required to read or mark beyond this limit and you will lose marks your essay exceeds this limit. The upper limit includes the introduction, the body, the conclusion and any quotations used, but it does not include:

- any acknowledgements;
- the contents page;
- maps, charts, diagrams, annotated illustrations, scientific equations, formulae, calculations and tables;
- footnotes, endnotes, references and Works Cited;
- appendices.

There are some special requirements for essays written in languages that use special characters e.g. Japanese (1 word is approximately 2 characters), science equations, computer source code. Ask your supervisor about this.

Basic Format of the Essay

Your essay must include the following elements assembled in the order given:

- Title page
- Contents page
- Introduction
- Body (development/methods/results)
- Conclusion
- References and Works Cited
- Appendices (if any)

Further advice on the format

The essay must include a **title page** with the topic, research question, subject and the number of words in the essay.

A **contents** page, placed before the introduction of the essay; this should identify the main sections of the essay and the number of the page (required) on which they can be found. An index is not required.

Presentation and overall neatness are important and as part of this requirement it is essential that any **illustrations**, charts etc, if included, are well set out and used effectively. Graphs, diagrams etc are effective only if they are well-labelled and can be interpreted with ease. If you use any of this type of material, it must be directly related to the text you have written. It is not to be used to pad out the essay. *Photographs* and other images are only acceptable if they are captioned and/or annotated and are used *to illustrate a specific point in the essay*.

13. Deadlines for May 2019/2020 Diploma Candidates

1. By December 7th 2018 you must have decided on a subject area and submitted Research Proposal (1)
2. By February 14nd 2019 you must have decided upon an agreed research question and have started collecting data and resource materials. You must also have provided evidence to your supervisor that you have made progress in your preliminary research. The first reflection should be submitted on ManageBac.
3. By April 12th 2019 you should have written a formal outline of your essay and shown this to your supervisor.
4. By May 31st 2019 you should shown **evidence of progress** since the last meeting. You must be able to demonstrate to your supervisor that you have effective plans in place to make progress on the essay during the summer vacation. Substantial piece of writing is submitted on Managebac (2000-3000 words)
5. By June 14th 2019 you should have met with your supervisor. The second reflection should be submitted on ManageBac.
6. By September 3rd 2019 you must submit the complete draft of your essay on ManageBac. This is essentially what your final essay will look like. This is the complete essay and is the only opportunity for formal written feedback on the quality of the complete essay.

It is to your advantage to complete the final two stages before this deadline.

Please note that ISD deadlines are binding. Failure to meet the deadlines outlines here and specified on the Extended essay progress sheet can result in serious consequences. These include (but are not limited to):

- Withdrawal of the supervisor
- Forfeiting the right to feedback on your work
- Non acceptance of the work and, as a result, failure in the diploma.

14. Good Computer Practice

1. Keep copies of your essay in different locations e.g. home and school/as a Google document, but always know which is the most up-to-date. (Save to both locations at the same time if you can.)
2. Keep paper copies in case your electronic copies are lost. You can always re-type if necessary.

3. Take care downloading or copying material from the Internet. Use a good virus scanner.
4. If you are scanning images, resize them before you put them into a Word document as this will keep the document size smaller. There is no need to scan at a resolution above 600 dpi as you will not notice the difference.
5. Keep copies of your scanned images separate.
6. Save your work frequently/ or work with a Google document - at least every 10 minutes.
7. Blaming a computer on whatever grounds; virus, ran out of ink, hard disk crashed, etc; is **not a valid reason** for not completing your extended essay on time or for not meeting other deadlines.

15. Some Recommendations for Students from the Examiners

Things to do:

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
- use the appropriate language for the subject
- let their interest and enthusiasm show.

After completing the essay, students should:

- check and proofread the final version carefully.

Things to avoid

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 analyse the research question
- ignore the assessment criteria
- collect material that is irrelevant to the research question
- use the Internet uncritically
- plagiarise
- 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 they have of writing a good extended essay. You can choose to write the extended essay in a subject that is not being studied as part of your Diploma Programme, however this often leads to lower marks being achieved compared to those achieved in writing the essay in one of your Diploma subjects.

16. Checklist

Use this list to confirm to yourself that you have met all of the requirements.

1. **Title** page – Topic; Research Question; Subject; Word Count.
2. **Contents** page showing page numbers and chapter headings as they appear in the essay
3. **Introduction**– clearly identifying the research question, showing the defined focus and a statement of the argument to follow.
4. **Body** paragraphs or chapters setting out your argument in relation to the research question and presenting the evidence you have found in support of your argument.
5. **Register**– maintain a formal, academic style of language throughout. The extended essay is a piece of formal writing not a newspaper article or blog. It needs to be written in a serious academic style.
6. **Conclusion**– very clearly stated and related directly to the research question. The conclusion can also include new issues and unresolved question that have arisen during your research.
7. **Works Cited**– must be accurate and complete. The main requirement is that you have used a recognized system of that is suitable for your subject and have applied it consistently
8. Pages **numbered**.
9. **In-text citations** and using a recognized, appropriate system in a consistent manner
10. **Count** your words - do this manually if you are not sure

17. FAQs

Do I really have to do this? Yes. The EE is central to the IB diploma. If you do not submit an extended essay you will not be awarded a diploma.

What good is to me? By doing the work for the EE you learn important skills that will be useful to you in your later education especially if you attend university. You will have a chance to develop your learner profile and become well equipped to be a lifelong learner.

Is this a good RQ? Ask your supervisor.

How can I make it better? Ask your supervisor.

Can I do research on my pets? This is generally not a good idea. Read the ethical practice poster

Can I do research on myself? This is also generally not a good idea. Read the ethical practice poster and consider the issue of bias.

I am really interested in --- but I don't know which subject it fits with. How can I decide? It is better to decide on a subject first then select a topic from within the subject

Has this topic ever been done before? Does it matter? There are many popular topics. It really does not matter as long as you do not plagiarise.

Is it acceptable to do experiments on animals? Yes if you follow the IB ethical practice policy.

How much does my own opinion count for? Nothing if it is not supported by evidence and a strong line of argument. Everything if it is.

Must the research question be stated in the form of a question? Yes

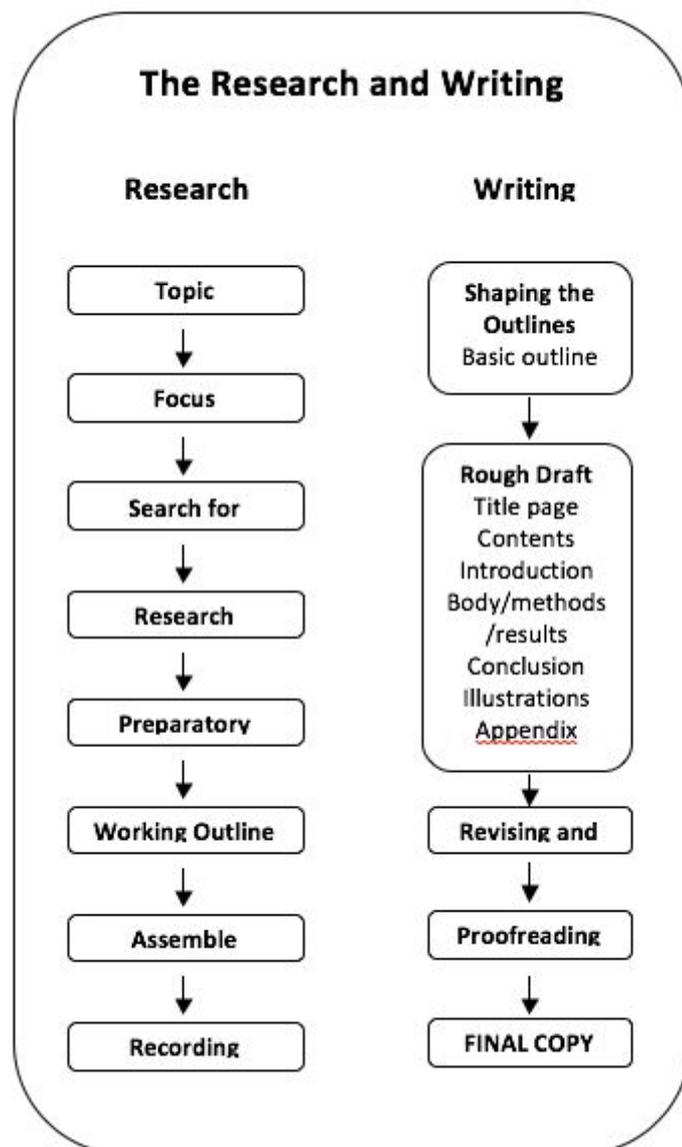
Must the research question be stated in the introduction? Yes

What happens if my essay is longer than 4000 words? You score zero for criterion I, formal presentation. In addition the examiner is not required to read beyond the 4000th word. So if your example your conclusion comes later you may score zero for this also.

Which parts count towards the word count? The text of your essay. Chapter headings, captions and annotations on diagrams or figures do not count.

18. The Research and Writing Process

There will be many subject areas chosen, and a diversity of topics will come from these, leading to many different approaches to the research that is required. These notes do not give detailed advice on the methods and skills needed for the personal research required by your Extended Essay, however, they do suggest a general systematic approach that can be used to generate the ideas and gather the data that can be used to develop a good answer to a specified research question.



19. Primary and Secondary Sources

A primary source is a document or physical object, which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.

Some types of primary sources include:

ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, and official records

CREATIVE WORKS: Poetry, drama, novels, music, art

RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

Examples of primary sources include:

Diary of Anne Frank - Experiences of a Jewish family during WWII

The Constitution of Canada - Canadian History

A journal article reporting NEW research or findings

Weavings and pottery - Native American history

Plato's Republic - Women in Ancient Greece

Words that would identify a source as primary:

- charters
- correspondence
- diaries
- early works
- interviews
- manuscripts
- oratory
- pamphlets
- personal narratives
- sources
- speeches
- letters
- documents

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them.

Some types of secondary sources include:

Text books, magazine articles, histories, criticisms, commentaries, encyclopaedias

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

(Princeton University)

20. Using the Destiny WebOPAC – destiny.isdedu.de

You can use the Library catalogue to search for materials housed in the Senior School Library and LRC.

It can also be used to search for recommended websites.

See a member of the Library staff if you need help.

21. Useful Web Resources

ISD Library Website - seniorlibraries.isdedu.de

Several of the pages on the ISD Libraries website are password protected. This is because they house content or provide links to resources and information that are themselves protected. See a member of the Library staff for help.

Under MLA on the website, you can gain access to EasyBib, Purdue's OWL, and our in-house Style Guide. There is also a section on academic honesty.

ISD e-Resources

Access the ISD e-Resources:

Navigate to Firefly

Log in as a student

Click on Resources... Senior School... Senior School Library

Click on e-Resources

The e-Resources are available in school and off campus. From outside of the school network, you may need to enter the various passwords and usernames.

To use Questia, you can access more features by getting your own account. See Mr. Crouch personally for details.

We recommend Questia, ProQuest and NewsBank. We also have an account with Statista, which can be used at Mr. Crouch's desk. There are many other eResources including Open Access journals.

22. Listing Keywords

It is making a list of the words that will help you find the information you need about your research topic. They are called "keywords" because they can "unlock" the doors that will lead you to useful information. You will use them when searching through books (using indexes) and through electronic sources (using search screens in online reference sources or search tools such as search engines or directories). If you have good keywords, you'll find the kind of information you want faster. If you don't have good keywords, you can waste a lot of time not finding the information you need.

Good keywords are the important words or short phrases that specifically describe your topic and closely related topics. They are not long sentences. Start as soon as you have a general topic. You will be able to add more keywords to your list as you focus and learn more about your topic.

1. First, write one or two sentences about your topic.
2. Next, underline all of the specific words that describe your topic.
3. Make a separate list of these specific words.
4. Add to your list any other words that mean the same thing (synonyms) or are related terms.
5. Think of more words or phrases that describe the larger topic, of which your topic is a part. Add those to the list.
6. Think of more words or phrases that are subtopics of your topic which might help you find you useful information. Add those to the list.
7. Now you should have a pretty long list of words and phrases that you can use to search for information. If one word isn't in a book's index or doesn't turn up any results on an electronic search, try another word or a combination of words.

You might be studying the Arab Spring:

Arab Spring

Names of countries

Names of main people

Muslim Brotherhood (Moslem)

23. Past Extended Essays

The LRC stocks a large range of Extended Essays in a variety of subjects. You can use these to check formatting (though they are not necessarily in MLA format), structure, length, level and style of language, and how Extended Essays can be produced across the range of different subjects.

The LRC also has books of good Extended Essays (chosen by IBO). See the LRC staff for help.

24. Citations and the Works Cited List

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately, as must visual material used in the essay that has been derived from another source.

If you do not meet this requirement your work will be viewed as plagiarism and will therefore be dealt with as a case of malpractice. This means you will not be awarded your diploma.

Different citation styles have been developed for different areas of study. ISD uses MLA style as its default citation style

Many students use EasyBib to create lists of sources, citations and to build Works Cited lists. You may also use Citefast as an alternative. Make sure that you set either tool to MLA 7, as this version adds the URL and date accessed to online references.

If most of your sources are in a non-roman alphabet (Korean, Japanese, etc.) but you are writing a paper in English, you will have to do extra cutting and pasting of the non-roman words. Decide with your advisor whether you should translate or transliterate the non-roman words.

As soon as you find a print or web source you think you can use, copy correctly and save all the information you will need for your Works Cited. This is called a “working” bibliography. In your final paper, you will only include the sources you actually cite in the paper in your Works Cited list.

Appendices, footnotes and endnotes are not an essential part of the Extended Essay and examiners are not required to read them. Therefore, you need to make sure that data which is specifically required by your arguments and analysis is in the body of the essay, as well as perhaps appearing in a general data collection given in an appendix. Do not refer to specific data items that only appear in an appendix. Similarly, do not put general data tables in the body of your essay; put these in an appendix, referring to trends shown by these data in the body of the essay. Appendices are not a means of increasing the length of your essay, nor are they a means of increasing the allowable word limit.

The language of the Extended Essay- The Extended Essay should be written in English, as this is the language of instruction at ISD. An exception to this will be made where you are writing an Extended Essay in a Group 1 or Group 2 language and that language is not English and is taught at ISD. For students at ISD this means you could write your essay in French, German, Japanese, Korean or Spanish.

25. Style Guide for the International School of Düsseldorf

MLA is the official senior school citation style for students in the MYP, Grades 6-10. It is the recommended style for IB DP students. It is sensible to choose MLA, because the libraries stock support materials, the school library website houses guides, and because this EE Guide refers to MLA. Students in grade 6-10 will be taught and expected to use these skills:

- Selection of the appropriate elements to include in an MLA List of Works Cited
- Note-taking that distinguishes direct quotes, paraphrases, and summaries
- How to quote, paraphrase and summarize
- How and when to write sentences crediting sources
- How and when to include parenthetical citations in their texts

Basic instructions in using MLA can be found on the intranet on the Library website. Use the links to EasyBib and NoodleTools, as well as the OWL Writing Lab from Purdue University. In addition, guides for various grade levels at ISD can be found on the Library website.

For IB DP students, we also recommend using MLA. The LRC houses some resources for the APA method.

We do not recommend other documentation styles.

When using MLA 7, students document sources in parentheses within the text (in-text citations) and include a list of works cited or a list of works consulted at the end of the research paper.

26. In-text Citations

What is an in-text citation?

An in-text citation is when you provide information about the source in the text of your paper. Often, in-text citations give the author's name and a parenthetical reference, which includes the author's name and the page number.

Basic In-Text Citation Rules

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical citation. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

In-Text Citations: Author-Page Style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263). Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

In-text Citations for Print Sources with Known Author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

Citing Authors with Same Last Names

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full names if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citing a Work by Multiple Authors

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by et al. (which is a Latin abbreviation meaning 'and the rest') or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (4).

Or

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (Jones et al. 4).

Or

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (4).
Citing Multiple Works by the Same Author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

Citing two articles by the same author

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing two books by the same author

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

When a Citation Is Not Needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge. Remember, this is a rhetorical choice, based on audience. If you're writing for an expert audience of a scholarly journal, for example, they'll have different expectations of what constitutes common knowledge.

Short Quotations

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. For example, when quoting short passages of prose, use the following examples:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

When short (fewer than three lines of verse) quotations from poetry, mark breaks in short quotations of verse with a slash, /, at the end of each line of verse (a space should precede and follow the slash).

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

Long Quotations

For quotations that extend to more than four lines of verse or prose, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented one inch from the left margin; maintain double-spacing. Your parenthetical citation should come after the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

For example, when citing more than four lines of prose, use the following examples:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house (Bronte 78).

When citing long sections (more than three lines) of poetry, keep formatting as close to the original as possible.

In his poem "My Papa's Waltz," Theodore Roethke explores his childhood with his father:

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.
We Romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself.
(quoted in Shrodes, Finestone, Shugrue 202)

Adding or Omitting Words in Quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (. . .) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

27. Writing the Works Cited List

What is a Works Cited list?

Works cited means a list of any documents or other resources you have quoted to create your work. A works consulted list means a list of other documents that you used when researching for your paper, but which you do not refer to directly in your paper. For the Extended Essay, you should create a Works Cited list.

Remember to use MLA8

28. Using EasyBib or Citefast

ISD recommends that you use Citefast in MLA7 mode.

General Points - MLA

Our advice: use either EasyBib, NoodleTools, or Microsoft Word to keep records of your works cited. Get used to using it for all of your research work, including the Extended Essay over the next few months. DO NOT attempt to create a manual (self-written) Works Cited list, OR a manual Table of Contents.

Keep a list of everything that you use for your research, even if at first you reject it. You might need it later.

Save your work regularly. Copy it to your email EVERY time you make changes. Save a backup to another computer, another email address, or the cloud.

29. Formatting

Basic Rules

- Begin your Works Cited page on a separate page at the end of your research paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations five spaces so that you create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.

Capitalization and Punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.

General Format

- Use A4 document size
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides, or use automatic margins
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.

Section Headings

Writers sometimes use Section Headings to improve a document's readability. These sections may include individual chapters or other named parts of a book or essay.

MLA recommends that when you divide an essay into sections that you number those sections with an arabic number and a period followed by a space and the section name.

1. Early Writings
2. The London Years
3. Traveling the Continent
4. Final Years

MLA does not have a prescribed system of headings for books. If you are only using one level of headings, meaning that all of the sections are distinct and parallel and have no additional sections that fit within them, MLA recommends that these sections resemble one

another grammatically. For instance, if your headings are typically short phrases, make all of the headings short phrases (and not, for example, full sentences). Otherwise, the formatting is up to you. It should, however, be consistent throughout the document.

If you employ multiple levels of headings (some of your sections have sections within sections), you may want to provide a key of your chosen level headings and their formatting to your instructor or editor.

Sample Section Headings

The following sample headings are meant to be used only as a reference. You may employ whatever system of formatting that works best for you so long as it remains consistent throughout the document.

Numbered:

1. Soil Conservation
- 1.1 Erosion
- 1.2 Terracing
2. Water Conservation
3. Energy Conservation

Levels of Headings

Formatted, unnumbered:

Level 1 Heading: bold, flush left

Level 2 Heading: italics, flush left

Level 3 Heading: centered, bold

Level 4 Heading: centered, italics

Level 5 Heading: underlined, flush left

30. Creating a Table of Contents

Make sure that you regularly update your TOC, using the Word or Google Doc tool.

31. Key Points

The works cited list must be presented in alphabetical order by author's last name. Entries should have hanging indents (where the second and subsequent lines are indented), and should be double spaced (as should your whole essay).

Students can sometimes be confused by what kind of bibliography to write. For MLA, use a Works Cited list (only the works that are directly cited in your essay) and not a Works Consulted list (which would include any other works that you may have read in preparation for the essay.)

The second page of your essay is a Table of Contents. This MUST be created electronically, and show levels of headings, just like the TOC of this document. You will be instructed on how to do this.

It is vital that you format your work electronically, in order that the following can be formatted automatically:

- Heading - Level 1
- Heading – Level 2
- Heading – Level 3

'Normal' paragraphs (with or without indenting), double spaced

Works Cited list, double spaced, with hanging indents

32. Your To-Do List

1. Read the powerpoint on Academic Honesty
2. Read the powerpoint on MLA
3. Download and use the MLA Word template
4. Keep records of all of your sources – so that you can find them again
5. Read some exemplar Extended Essays

6. Get a Questia account
7. Use Questia, Newsbank, ProQuest and our other databases BEFORE relying on Google and Wikipedia
8. Learn how to use EasyBib/Citefast to a high standard. Remember to use MLA 7 + URLs/date accessed
9. Form a working relationship with Mr. Crouch

33. Academic Writing

The sections below show words and phrases that can be used in academic writing.

Ways to avoid writing 'I think that' or 'One could suggest that'

| | |
|---|---------------------------|
| It could be suggested that ... | indicates |
| The facts suggest that ... | dictates |
| Most experts suggest ... | outlines |
| Analysis of the data suggests ... | agrees |
| Smith (1993:54) suggests ... | disagrees |
| Although Smith (1993:54) disagrees, most writers suggest ... | claims proposes |
| Popular opinion suggests ... | does not support |
| Primary sources suggest ... | opposes |
| With some exceptions, primary sources generally indicate ... | is similar to implies |
| With some exceptions, popular opinion indicates ... | supports the idea that |
| This evidence suggests ... | supports the opinion that |
| Smith's policy statement suggests ... | supports notion that |
| Like theoretical models, the trend suggests ... | supports the belief that |
| | supports the idea that |
| Replace 'suggest' with words from the list on the right. | contradicts |
| | undermines |
| | differs from |
| | matches |
| | coincides with |

Ways to link paragraphs

The first or last sentence in the paragraph should contain the essential reason for the inclusion of that paragraph. This is called a topic sentence, orientation or valid generalisation. The first and last sentence in a paragraph can serve as a link between paragraphs, using words like:

| | | |
|---------------------|-----------------------|-------------------|
| above all | firstly, secondly ... | instead |
| only then * | accordingly | in summary |
| following this | otherwise | likewise |
| afterwards | as a result | certainly * |
| consequently | even though | for this reason |
| however | in conclusion | in particular |
| meanwhile | nevertheless | more specifically |
| obviously * | rather | still |
| therefore | to sum up | on the contrary |
| it might be thought | for example | also |
| provided | at the same time | clearly * |
| earlier | finally | further(more) |
| if this be granted | indeed | in order that |
| many a case like | nonetheless | not surprisingly |
| of course * | similarly | surprisingly |
| though | whether | admittedly |
| on the other hand | later | although |
| besides | curiously enough | while this is so |
| even if | for instance | although |
| besides | since this is so | even if |
| then | hence | in addition |
| in fact | in short | moreover |
| not only.. but also | not until then | one .. two |

Beware the absolute nature of these words. There are not many definite ideas in the world! Words like of course, definitely, always, never, totally, everyone are dangerous to the validity of your argument because one exception in the entire universe renders your argument incorrect or invalid.

Ways to introduce another viewpoint

| | | |
|-----------------------|------------------------|-----------------------------|
| although | on the other hand | even though |
| on the opposite side | nevertheless | sometimes people may |
| however | on the other side | in spite of |
| one side of the issue | in contrast to | this differs from |
| at the same time | notwithstanding | despite this |
| At a deeper level | What needs to be noted | However, the basic issue is |

On closer inspection, it is worth considering that ...

Ultimately, it must be realised that ..

More importantly however ...

More significantly however ...

More to the point is the fact that ...

On the surface, it might seem thathowever

The fundamental question is not however ...

On first sight it might seem plausible to argue thathowever, on closer inspection

To argue is insufficient (not enough) it is necessary to consider ...

Ways to show your interpretation of key words or sources

The meaning is

This means

It can be inferred

In summary

This term can be defined as

Definitions vary but

The most common definition is

This is usually defined as

From X's point of view, this means

Ways to show your analysis of a question or hypothesis

Similarities are evident

Differences are evident

A pattern can be identified

A is like B in that

A trend can be identified

Most writers agree/disagree

Some writers...

Popular interpretations/themes

Common knowledge

Certain rules underlie

Theories of ... support

(Aldridge State High School)

34. Academic Writing – The Process

Steps in the Research Process

1. Select a general topic that interests you in some way.
2. List keywords to help you look up information about the topic.
3. Go to an encyclopaedia, or other reference source, to get an overview of the topic.
4. Use WORD to create citations for each source that you use
5. Using the general overview, begin to focus the topic into something you can cover well.
6. Write a statement of purpose about the focused topic.
7. Brainstorm questions about the focused topic.
8. Group questions under similar headings.
9. Add any new questions you can think of under those headings.
10. Repeat step 2, listing more keywords from your newly focused topic and questions.
11. Make a list of possible sources that can answer your questions. Identify the best sources to use.
12. Find the sources in the library, on the computer, etc.
13. Begin making note cards. Use your brainstormed questions to guide your note taking.
14. Change your statement of purpose into a draft thesis statement.
15. Make an outline of your headings.
16. Refocus your thesis statement if necessary.
17. Write the body of your paper from your notes.
18. Cite any necessary information with parenthetical citations.
19. Write your introduction and conclusion.
20. Write your Works Cited using Microsoft Word or Google Docs in MLA Documentation Style.
21. Create a title page.
22. Evaluate your work.

35. The Viva Voce or Concluding Interview

The *viva voce* is a short interview between the student and the supervisor, and is a conclusion to the extended essay process.

The *viva voce* serves the following purposes.

5. An opportunity to reflect on the research process
6. An opportunity to reflect on what has been learned
7. An aid to the supervisor's report on the extended essay cover sheet
8. A check on plagiarism and malpractice in general

The *viva voce* may last between 20 and 30 minutes and will take the form of an interview. You may be asked to explain your reasoning in certain passages of the essay or to explain how or where you obtained the information that you have presented or to elaborate on some of the sources you have accessed. In addition you could be asked to give an account of your research approach as well as the broader context of your research.

Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.

Students should bring the following to this session:

- **extracts from their RRS that illustrate how they have grown as learners through the process of reflection**
- **a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.**

For further guidance on academic honesty and plagiarism please consult the ISD student parent handbook.

36. Key Points

Some tips from Experienced Writers

As already stated, keep track of all of your resources. You may need to refer to them later, even if you rejected them at an earlier date.

The direction of academic work often changes part way through the process. Every time you search/research/write or review, keep your research question in mind. Refer back to it regular intervals.

Keep the contact details of any people who contribute to your research. You may need to contact them again.

Save multiple copies of your work. However, make sure that you have a current MASTER copy (the main copy that you are working on).

When writing a research paper, it is rarely a good idea to use a 'stream of consciousness' approach to writing. Instead, construct each thought and each sentence consciously, using the most appropriate, formal language that you can. Ask yourself whether each sentence, each paragraph and each sections, serves the purpose of your research question.