Commented [DT1]: All references are to the revised Extended essay Guide (2016) unless otherwise stated.

Commented [DT2]: The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should not be phrased as a research question. (p. 82)

Note: There are examples of titles in relation to research questions on pp. 82-83.

Commented [DT3]: All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay. (p. 78)

A research question is a clear and focused question centred on a research topic [see p. 81]. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about. (p. 78)

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of "all about" essay that an unfocused research question can lead to. (p. 78)

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument. (p. 78)

Note: The research question should appear on the title page and in the introduction and conclusion.

Commented [DT4]: 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). (p. 82)

Commented [DT5]: The upper limit is 4,000 words.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made. (p. 85)

Included: (1) the introduction; (2) the main body; (3) the conclusion; (4) quotations; (5) footnotes and/or endnotes that are not references. (p. 85)

Not included: (1) the contents page; (2) maps, charts, diagrams, annotated illustrations; (3) tables; (4) equations, formulas and calculations; (5) citations/references (whether parenthetical, numbered, footnotes or endnotes) (6) the bibliography; (7) the title page; (8) acknowledgements. (p. 85)
Acknowledgements

A source that was unavoidable in the writing of this essay, but that is not cited in the body of the essay, is the Extended essay Guide [IBO, 2016].

Commented [DT6]: Heading Level 1 (Styles = Heading 1).

Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography must list only those sources cited. (p. 88)

Note: This section is not a formal requirement and so may be deleted if there are no acknowledgements.

Commented [DT7]:

A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources. (p. 88).

Note: The house style for the Extended Essay is APA, the style of the American Psychological Association, which is one of the common academic styles recognized by the IB. The main reasons for this are:

• if we can only teach one style effectively, APA is the simplest, most versatile style that students are likely to encounter at university, either as APA or as Harvard as both are based on the same in-text, author-date approach to bibliographic documentation;
• the latest edition of APA is supported in Word.
Contents

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Commented [DT8]: Contents (References -> Table of Contents -> Automatic Table 1).

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present. (p. 83).

Note: An Abstract, which used to be a formal requirement, is no longer required.
Introduction

Blah.

Body

Blah.

Conclusion

Blah.

1 Blah.

**Commented [DT13]:** Bibliography (References -> Bibliography -> Bibliography).

The essay must provide the reader with the precise sources of quotations, ideas, and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements. (p. 88)

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student’s understanding of the importance of the sources used. (p. 88)

A bibliography is an alphabetical list of every source [i.e., reference] used to research and write the essay. (p. 88)

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented. (p. 88)

Minimum requirements [which will be covered in ICT skills session] include:
- electronic sources must include date accessed;
- interviews must include place of interview.
Appendix A: Tables and Figures in Oakham APA

Blah.

Commented [DT14]: Heading Level 1 (Styles • Heading 1).

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

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

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them. (p. 87)

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease. (p. 86)

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count. (p. 86)

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay. (p. 86)

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit. (p. 86)