

Extended Essay Checklist

This document was produced by Mr. Damon to help you better understand what the Extended Essay is all about. It is the first version for the 2009 guide, so check to see if there is a more recent version before you begin. Here are the contents of this document:

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Part I Introduction to the Philosophy Behind the Extended Essay

When you take a class on a certain subject, there are sometimes questions you ask yourself which go beyond what is in the program or the syllabus of that class. You want to know more but the teacher cannot take time away from the lessons to explore it with you. This is where the Extended Essay can help. It gives you a chance to play detective and find out for yourself what the answers are. After searching for answers long enough, you become an expert. The people who read your essay will become your students and you will be the teacher.

But be careful - you cannot write the essay any way you wish. The IB has very strict guidelines and criteria for the Extended Essay. To get you started, here are some general guidelines concerning the philosophy of the Extended Essay:

Your essay...

- should reflect the main objectives of the IB – in other words, you show “*intercultural understanding, open-mindedness, and the attitudes necessary for [you] to respect and evaluate a range of points of view*” - in other words, if all your sources are from one country, or show one way of seeing something, you have missed the point
- should be personal – something you choose because you are passionate about it and interested in it
- should be reasonable – based on an idea which fits into a subject in the IB program (one offered in this school and preferably one you are taking)
- should be research-based as well as based on primary sources – you can learn more about it by looking things up in the library or on the Internet but you should also do interviews, laboratory experiments (Group 4 only) or find original documents yourself (in other words, you will not base your understanding solely on books, web sites or magazines)
- should be pertinent – based on something you want to pursue later in life (i.e. something related to legal affairs if you intend to be a lawyer or something based on literary works if you intend to study literature at the university level). Talking about your extended essay during a university interview or a job interview can help demonstrate your enthusiasm and knowledge of a subject.
- should have flair and show insight – “**flair**” refers to the fact that it is an original idea dealt with in a refreshing way with a personal touch that reveals your special talents (remember your essay will be evaluated by someone who has read dozens of EE's and yours should stand out from the rest; the reader should look at the title and say, “Wow, that looks fascinating. I want to read more.”) and “**insight**” refers to the fact that you clearly understand the topic. You see deeper meanings, you can “read between the lines” and it shows in your writing.

- should keep the spirit of the IB Learner Profile – it should prove that you are an *inquirer*, you are *knowledgeable*, you are a *thinker*, a good *communicator*, you are *principled*, *open minded*, *caring*, you are a *risk-taker*, and your EE should prove that your views are *balanced* and *reflective*. You consider the views of others and question where you got yours from.
- should demonstrate your critical thinking – in other words, you question your sources, consider bias, assess the validity of knowledge claims...in short, you think about your thinking – this is where your TOK lessons should be useful in assessing whether or not the sources you find are credible and valid or whether they are biased, incomplete or out of date.
- should contain in-depth analysis and evaluation – you are expected to formulate your own opinions and be able to justify them...too many students just report the “facts” and never judge; the EE is your chance to show that you have a voice which deserves to be heard.

So when you choose your Extended Essay topics, be sure to consider what interests you but also consider what resources you have available to you. Perhaps you have an uncle who is a curator at a museum or a cousin who is a surgeon at a hospital. Perhaps your parents are good friends with a film maker or an ex prisoner of war. Think about interviewing such people and using them in your EE.

Although it is not the only way to do so, essays are often used by universities or employers to evaluate how well someone can think, argue, organize and present ideas. The EE is your chance to show that you can produce an in-depth study of a topic of your choice using the techniques of formal writing including headings, footnotes, a title page, bibliography and an appendix of interesting documents you found or produced. The checklist starting on page 6 has been created to help you make sure you have jumped through all the hoops and done everything the IB wants you to do in order to get the marks you deserve.

Part II What is the IB expecting of me?

As is the case with much of the work in the IB, the *process* is just as important as the final document. If you do it right, your EE will grow, mature and evolve over time. What is “process”? Here are some ideas:

- regular **communication** with your supervisor (also called your tutor) – one to three times a month by email or in person is needed to be sure you are on the right track
- dedicate **one hour per week** to the EE – preferably in a place where you have access to books, magazines, the Internet as well as your primary sources
- keep to **deadlines** – make sure your calendar is up to date and be sure to plan ahead
- keep track of your **sources** – write down complete bibliographical entries for all web sites, books, magazines, personal interviews, etc.
 - use Citation Machine or EasyBib on the web to help you make your bibliography
 - write down the dates and names for any interviews you do
 - since the date you saw the page is written on the bibliographical entries of all the web sites in your bibliography, it looks bad when the dates are all one week before the EE final draft is due so be sure to spread your research over many months
- stay **organized**: keep a special note pad, scrap book and/or folder on your USB key just for your EE research and ideas
- make sure you **back up everything regularly** – computers have a way of erasing EE's just before important deadlines. Sending documents to your personal email is one way.

Part III Calendar – these 5 phases are spread out over about a year:

Phase 1 Finding a topic, research question and a supervisor

- First, you must **read the Extended Essay guide**. Note that there are general guidelines and then there are guidelines for each subject offered in the IB - read both. It is also strongly recommended that you look at previous successful EE's found in the EABJM library.
- Decide **in which subject** you want to do your EE – it should be one offered by the school. For example, music is not offered in the IB at EABJM so it would be very difficult to find a supervisor who is competent in that IB subject.
- Come up with **5 to 10 possible ideas** for your EE. Each idea should lead to a question (which will become a research question) and you should have an idea of how you are going to find evidence to support an answer to that question.
- **Contact your teachers** and ask them if they think your ideas would make good EE questions.
- Based on their answers, try to choose 2 or 3 which you can write as possible **research questions**. A good research question is one which is not too broad nor too narrow. It should be worth asking, meaning that it is not too obvious what the answer is and also it should be something you have enthusiasm for since you will be working many months on it.
- Once your teachers have helped you to find a relatively focused question, ask them if one of them could be your supervisor and get him/her to sign your **EE registration form**.
- Be sure to have a **backup plan** (or two), notably in the subjects where there is a large demand for EE supervisors such as History. What would be your second choice?
- If you are hesitating between 2 or more possible research questions, consider which one will generate more productive **primary sources**. “Primary” means you did not get the information through someone else by reading a journalist's article or an author's book – you got the information directly from original documents such as a painting done by a famous artist, the personal diary of a prisoner of war, results of a laboratory experiment you did or a face-to-face interview you set up with an expert or an eye witness.

Phase 2 Research + a detailed outline

- Start **reading as much as you can find** about your focused research question
- Do not forget your **primary sources** such as interviews and original documents which you can study first-hand
- Think about **how, where and when** you will do your research and/or lab work - plan ahead
- **Keep your supervisor informed** of how your research is going.
- **Prepare a detailed outline** which will be the skeleton of your essay onto which you will add flesh as the essay evolves. The outline includes an introduction, the body and the conclusion but usually has bullet points rather than complete prose paragraphs. Well structured essays always get better marks than essays that babble on with no purpose or which zig-zag from idea to idea with no clear direction.
- While you are researching, you need to look for **arguments, evidence, facts, figures, quotes, statistics, data, dates**, etc. Keep track of all this accumulating information with notes and a growing bibliography. Be careful: your EE is not just an accumulation of information. Each of the facts and figures you find must be used as weapons in your arsenal to defend or attack an argument.
- Present the body of the essay as a **reasoned argument**. You need to present relative evidence to support your argument. You need to say where and/or how you got that evidence and say how it supports the argument. If you have had any experience in a debate club, you should know all about preparing arguments for each side of a debate.
- Be sure to **use the web critically** – you should not hesitate to say things such as “...this web

site is clearly out of date because it has not been updated since 2003,” or “...it is unclear who wrote this page because the author's name is nowhere to be found on the site, which raises the question of ...” or even “since the web site is owned by the company which makes this product, it is not surprising that there are no comments about possible health threats.”

- Be sure to respect the guidelines found in the **Academic Honesty guide** concerning using your own ideas, citing your sources and not presenting someone else's views as if they were your own. If you do not write down bibliographical entries (title, author, date, etc.) for each source at this phase, you will regret it later – it is very difficult to come back and find everything again later.
- During this phase, you will probably see your research question get pushed, pulled and twisted a little as you learn more and want to explore different aspects of the topic you chose. It is fully understandable to **modify your original research question** as long as your supervisor agrees that the modification is a positive evolution. As a matter of fact, it is recommended to describe in your final EE how your research question evolved over time.
- You may realize at this stage that the research question you have chosen is simply impossible: you can't find enough sources or the people you were planning on using as primary sources are not available. **Talk to your supervisor** about what to do – perhaps a change of research question might be necessary but this can only be done with the supervisor's authorization.
- Although it may sound strange, you should **know what your conclusion will be** by now. If you know where you are going, the chances are much better that you will get there. Stranger still, it is only after you have written your conclusion that you should then write your introduction.
- If you finish this phase and you have not talked to one of the **school librarians**, you are missing out on a valuable resource. These folks are experts in finding pertinent information and they are aware of resources that you may have never heard of. Plus they are really friendly and enthusiastic.
- Your **detailed outline will be passed in** to be checked by your supervisor.

Phase 3 Refining the detailed outline + more research

- Once your supervisor has seen your detailed outline, you should **arrange for a meeting**. During that meeting, your supervisor will help you identify the strengths and weaknesses of your detailed outline. Sometimes this meeting can hurt a student's personal pride because he or she has spent a long time on the EE so far.
- **Take careful notes** and be sure to ask both how and why the supervisor wants you to modify your EE. Be ready for constructive criticism and do not get depressed if you are disappointed by what your supervisor thinks of your essay. Focus on how to make it better.
- Following the supervisor's suggestions, **modify the outline as needed**. Note that the supervisor is only supposed to spend 3 to 5 hours discussing the EE with you. That's about 10% of the number of suggested hours – in other words, you are expected to do 90% of the work alone.
- At this stage, you will most likely need to **do more research** in order to improve your EE. You may also need additional primary sources. Keep your supervisor up to date concerning any new sources, ideas or arguments you intend to add.

Phase 4 Writing the first draft

- Transform the detailed outline into formally written paragraphs. **Write in formal prose** and avoid first person (i.e. “I” or “we”, “my” or “our”) unless you are giving your opinion or being reflective about the essay-writing process, which you should do at times.
- Do not hesitate to let your **enthusiasm and passion** for the subject shine through. If done

tactfully, it can make your essay much more engaging to read. Avoid bland generalizations such as “this is really interesting!”

- Each time there is a quote, a statistic, a fact or an opinion which is not your own, **be sure to put a footnote¹ or an endnote** to cite your source. Another method is the parenthetical citation method which looks like this: (Smith, 2005). It is placed at the end of the quote, idea or statistic and allows the reader to look at your bibliography to find an article written in 2005 by someone named Smith. Good EE's have 3 to 5 citations per paragraph. If you have only one or two per page, something is wrong. The only parts of the essay which will not have citations are the parts where you are giving your opinion, your laboratory results or your ideas for solutions to problems. However, even in these sections, you often need to justify your opinion by quoting or citing other sources.
- If, during your research, you realize that you **cannot find an answer** to a question you had which is related to your research question, be sure to talk about it in your essay. You should not think that if you cannot answer a question it will look bad. On the contrary, it shows that you are thinking about other aspects of your research question and that you are being *reflective* (part of the Learner Profile).
- You should **write approximately 3,800 to 4,000 words** but do not go over 4,000 words. The 'tools' menu of most word processors have a **word count** command. Write this number on your title page. Only include the number of words in the intro, body and conclusion, though. To do this, select the text to include before asking the program to count the words.
- Be sure to **include all the technicalities**: a title page, abstract page, table of contents, introduction, body, conclusion, bibliography and appendix. Each of these sections should be clearly indicated with headings. And please do not forget **page numbers!**
- Please **use a spell check program** to find any typographical errors. Have a friend or a family member read it over and indicate where there are mistakes or places where clarification is needed. However, do *not* ask them to rewrite anything for you – you need to do the corrections yourself.
- This first draft will be passed in to your supervisor who will look it over. **A new meeting should be set up** to discuss your progress.

Phase 5 Writing the final draft

- Once your supervisor has seen your first draft, be sure to set up another **meeting** to go over your essay. Again, take careful notes and be open to constructive criticism.
- Follow your supervisor's suggestions in order to **make your essay better**. A correction of the first draft is a good time to discuss whether or not the essay really answers the research question or not. At this stage, there is still time to do more research or interviews.
- Be sure to **cite all your sources**. Remember that your supervisor has to fill out a form saying that he or she believes you have written every word of the essay yourself. Having a good bibliography helps. Using footnotes or parenthetical citations is key.
- It is recommended that you **have someone proofread the essay** to check your grammar or to identify passages which are unclear. As stated before, that person cannot rewrite your essay for you, however. The essay must still be in your own words.
- You will **pass in 3 copies** of the final draft. One is the “nice” copy to sent to the IB to be marked by an examiner. A second copy is kept by the school in case the first one is lost in the mail as it is shipped to the examiners all over the world and the third copy is one the school will keep as a reference. Remember, all essays which get A's and B's are kept on display in the library as examples for students who want to see what makes a good EE.

Coming soon: hints for doing interviews.

¹ A footnote looks like this – always start with 1 then 2, 3, etc. Never go back to 1.

Mr. Damon's EE checklist

Note that this is not an official document, it is only one teacher's interpretation of the EE guide. You and your supervisor can use this checklist to be sure you have not forgotten anything. This document should complement and not replace the Extended Essay guide.

Although it was originally designed for use at the end of the writing process, it is suggested that this checklist be used all through the various stages of the process. By looking at what will be expected on the essay, you have an idea of what you should be looking for in your research. If you know where you are going, chances are better that you will actually get there.

Criterion A: the research question						
The research question is the corner stone of the foundation on which the entire essay rests. If you do not start with a good research question, the rest of the essay will be weak and you will be guaranteed to score poorly on the EE. Although most students use a question, other approaches are acceptable as long as your supervisor authorizes the method you choose.						
	No, not at all or very superficially					
	Not enough					
	On the right track					
	Mostly					
	Yes, completely					
		A	B	C	D	N
Would you be able to defend your research question in the following ways:						
- it is not too simplistic, it merits in-depth research						
- it is not too limited in scope, it allows you to explore enough						
- it is not too speculative (meaning not too hard to find proof for)						
- it is not too ambitious (in other words, you will be able to address the question in 4000 words or 40 hours of research)						
- it lends itself to systematic research and argumentation						
- it has an answer which is not too obvious - an answer which could be guessed without doing any research						
(Note that you do not necessarily need to write about these in your introduction; the descriptions above are simply to be sure you are not wasting your time on a research question which is considered unacceptable.)						
Have you stated your research question clearly and concisely in the early part of your introduction?						
Look at the section in the EE guide for your topic - there are specific guidelines about what an appropriate research question should be.						

Criterion B: The Introduction						
The purpose of the introduction is to set the scene for a reader who has never met you and has little or no prior knowledge of the specific theme you are writing about. Your objective here is to get the reader interested by showing how thought-provoking your theme is. Also, your objective is to introduce your research question.						
	No, not at all or very superficially					
	Not enough					
	On the right track					
	Mostly					
	Yes, completely					
		A	B	C	D	N
Have you explained why the topic you have chosen is of interest to you ?						
Have you explained why your topic is important enough to investigate in an Extended Essay? What is its significance? How does it connect to things you have already been studying?						
Have you outlined all the background information the reader needs to know in order to understand the relevancy of your chosen question? In other words, have you put your question in its proper context? Keep this brief, though - do not give a complete history of the subject, just enough details to understand.						
Have you described how you have modified your research question over time? Did you include details about narrowing down a question which was too broad or refining the question in any other way?						
In one or two sentences, have you briefly described how you will go about answering your research question later in the essay?						
Have you outlined the answer to your question so the reader knows where you are going?						
Have you outlined what kinds of arguments you plan to use to support your answer?						
Have you considered the impacts of the issue you will be exploring?						
Look at the section in the EE guide for your topic - there are specific guidelines about what to put in the introduction.						

Criterion C: The Investigation						
This criterion is to see if you have chosen an appropriate way of finding information.						
	No, not at all or very superficially					
	Not enough					
	On the right track					
	Mostly					
	Yes, completely					
		A	B	C	D	N
Have you gathered your data in a well-planned way ? Is there evidence that you were methodical about your research and investigation of primary sources?						
Do your sources show variety ? Do you have some secondary sources such as books, magazines, web sites, but also some primary sources such as interviews or						

data collected from laboratory experiments you did?					
Have you used sources with varying views and not just one view? For example, often the Western world sees things very differently than the way emerging nations do – does your essay consider more than one way of seeing the issues?					
Are all the facts and figures you have collected pertinent and relevant ? Do they relate to the research question?					
Have you been imaginative in the sources you have used ? Did you avoid the temptation of just staying behind your computer staring into Google? Did you go after information the way an investigative reporter does?					
Have you shown critical analysis in relation to your sources by justifying or criticizing their qualifications and points of view?					
Have you explained how you found your secondary and primary sources?					
Have you included evidence from your primary sources in the appendix and have you made reference to these in your text? (i.e. "see extract from interview on page 3 of the appendix.")					

<p>Criterion D: Knowledge and understanding of the topic studied</p> <p>This criterion is to see if you grasp the more complex aspects of your topic and how your research question fits into the world of Information Technology. In other words, can you see the big picture?</p>						
	No, not at all or very superficially					
	Not enough					
	On the right track					
	Mostly					
	Yes, completely					
		A	B	C	D	N
Does the essay show that you have very good knowledge and understanding of the topic? Do you know what you are talking about ? Do you avoid falling into the trap of believing common misunderstandings about the subject of research?						
Have you considered all the aspects which any teacher of the subject would consider important to include in your essay? Have you not forgotten any major players (stakeholders) ? Think about anyone who may gain or lose – have you included everyone?						
Have you not forgotten any major events ? Have you included major historical occurrences or technological breakthroughs which have influenced your theme?						
Have you not forgotten any major implications ? Have you included presumptions about what is affected? (This is where you may need to read between the lines).						
Have you not forgotten any major consequences ? Have you included all the important impacts for the future?						
Have you situated your investigation in its appropriate academic context ? Have you shown how your essay fits into the big picture? Have you considered what academics and experts are saying today about your subject of research?						
Have you demonstrated an understanding which goes well beyond common knowledge ? Have you shown some professional insight (things only a pro would see) and shown some specialized study?						
Look at the section in the EE guide for your subject - there are specific guidelines about what to put in this section.						

Criterion E: Reasoned argument					
This criterion is to see if you have used the data you have collected from your investigation in a persuasive way to convince the reader.					
	A	B	C	D	N
Based on your introduction, have you structured your essay in a logical way to answer your research question?					
Does your structure follow a sequence which the reader can follow clearly?					
For each idea that you write about, do you have supporting evidence in the form of quotes and citations from the research you did?					
Are your arguments clear and believable ? (Ask your proofreader.)					
Do your arguments build on one another to give an increasingly convincing answer to the research question?					
Does each argument you use clearly relate to the research question in a pertinent way?					
Look at the section in the EE guide for your subject - there are specific guidelines about what to put in this section.					

Criterion F: Application of analytical and evaluative skills appropriate to the subject					
This criterion is to see if you can see deeper meanings, read between the lines and think for yourself. This is one of the most challenging and difficult aspects of the Extended Essay.					
	A	B	C	D	N
Have you clearly explained the social and ethical impacts involved?					
Have you considered both the local and the global impact ?					
Does your essay show effective and sophisticated use of appropriate analytical skills ? ("Analytical skills" refer to your ability to break down your subject of study into its component parts to extract meanings, relationships or implications.)					
Does your essay show effective and sophisticated use of appropriate evaluative skills ? ("Evaluative skills" refer to your ability to formulate judgments after careful examination of all the evidence.)					
In other words, have you fairly considered all sides of the story before forming your final opinion? Is your judgment fair?					
Have you evaluated the arguments and demonstrated critical thinking skills ? (Critical thinking means thinking about your thinking – do you reflect on your sources with questions such as “How can I be sure this is true?” or “Is this the most convincing argument to use here?” or “Does the person I just quoted have a particular bias which skews their view of the question?” Critical thinking inevitably leads to a personal opinion.)					
When stating them, have you justified your personal opinions with facts?					
Do you have enough data in your essay so that conclusions can be drawn?					
For any statistics you found, have you done any data processing ? Data processing involves revealing a hidden message by taking an average, finding a trend line on a graph, or other such mathematical or statistical analysis.					
Is your line of argumentation sound, reasoned and logical ?					
Have you discussed the possible limitations of your arguments ? Perhaps you					

have not been able to find enough sources to draw a firm conclusion...					
Very important: Have you mentioned any assumptions you made in your arguments or in your conclusion?					
Look at the section in the EE guide for your subject - there are specific guidelines about what to put in this section.					

Criterion G: Use of language appropriate to the subject This criterion is to see if you are clear in your writing style and to see if you use vocabulary which is appropriate for the subject you are writing about.					
	No, not at all or very superficially				
	Not enough				
	On the right track				
	Mostly				
	Yes, completely				
	A	B	C	D	N
Throughout the essay, have you used vocabulary which is precise and appropriate for your subject? Have you shown the reader that you know what the technical terms mean by using them correctly in your essay?					
Have you avoided misleading or ambiguous vocabulary ? Are the terms you are using the most clear and accurate terms for what you are talking about?					
Is your writing level appropriate for what can be expected from high school students? Is it not too simplistic nor trying to be too overly sophisticated?					
Look at the section in the EE guide for your subject - there are specific guidelines about what to put in this section.					

Criterion H: The Conclusion The conclusion is a brief summary of whether or not the research question has been fully answered. It is an opportunity to give your opinion on whether or not the arguments from your research are convincing or not. It is also an opportunity to use critical thinking about your own work. Lastly, you should comment on the ways in which the Extended Essay was a learning experience for you.					
	A	B	C	D	N
Have you stated the conclusion clearly and concisely? (Even though it may seem obvious to you, be sure that you have made it obvious to the reader: "In conclusion, it can be said that..." or "To conclude, it is possible to deduce that...")					
Does your conclusion directly and fully answer the research question ? Does it stay on topic and does it satisfy the reader's curiosity by giving a full answer?					
Is your conclusion based solely on the arguments presented in the essay?					
Have you explained how the arguments that were developed in your essay prove that your conclusion is a reasonable one ? Have you judged your own essay?					
Have you described aspects of the Extended Essay which made you stop and think? Have you included some of the new questions which arose as you were doing your research? (If you had the time and energy to continue researching and writing, what aspects would you want to know more about? In other words, in what ways has your essay writing sparked your interest and given you the inspiration to explore new issues related to your topic?)					
Have you included details about places you got stuck and could not find answers ? (Be careful here – keep it brief. The problems should not be the main					

focus of the conclusion).					
Have you avoided introducing any new arguments in the conclusion?					
Have you presented a synthesis of your arguments which takes into account varying viewpoints rather than simply restating everything you already said in the body?					
Have you avoided reintroducing ideas presented in your introduction?					
Look at the section in the EE guide for your subject - there are specific guidelines about what to put in this section.					

Criterion I: Formal Presentation						
Be sure not to lose marks because of something silly like forgetting to put a contents page. Here are all the formal details you should include.						
	No, not at all or very superficially					
	Not enough					
	On the right track					
	Mostly					
	Yes, completely					
		A	B	C	D	N
Is the essay 4000 words or less? (That means 4000 words total for intro, body, conclusion & quotations. Remember, this number does <u>not</u> include the abstract, title page, appendices, bibliography, etc. If your essay is 4001 words or more, you will get zero marks for this criterion.)						
Did you remember to put page numbers on all the pages of the essay?						
Do you have a title page with your name, candidate number, the date, the school, etc.? Is your title clear? For example, could anyone (parents, friends, etc.) read the title and know what the essay is about without asking, "What do you mean by this title?" Typically, many students write a short title and put their research question underneath it as a subtitle.						
After the title page, do you have an abstract which is no more than 300 words?						
Is the abstract on the page directly after the title page and is the abstract on a page <u>all by itself</u> ?						
After the abstract page, do you have a contents page with page numbers indicated? (Introduction....page 3, Conclusion....page 11, etc.)						
Have you used any illustrations such as photos, screen shots, graphs? (You should, but only where it helps prove a point - illustrations should not be used just to look pretty.) For each illustration, how would you answer these questions:						
Is each illustration <u>neat and clear</u> ?						
Is each illustration <u>necessary</u> , relevant and appropriate? (If one is just in there to try to impress or just fill up space, take it out.)						
Is each illustration <u>clearly labeled</u> for easy interpretation?						
Does each illustration have a <u>reference</u> in the text saying something like "See Figure 4 on page 7"?						
Have you explained the <u>significance</u> of the illustration in the text? For example " <i>The graph in Fig. 4 shows the relationship between ...</i> "						
Is the source of each illustration <u>cited</u> ? If it is your own work, it is recommended to cite it as "author's photo", "author's graph", etc						

In writing a research paper, not all the ideas are your own. You get inspiration from various experts. For each one of the following things, check to see that you have cited your sources :					
- Are all <u>quotes</u> from your research cited? If you quote articles, keep the quotes short – one sentence or less is best. (No citations for quotes will automatically earn a zero for Criterion I).					
- Are all <u>maps, photos, graphs</u> cited?					
- Are all <u>statistics</u> such as percentages “86% of all Europeans believe ...” or “There were 35,000 cases in the past 5 days...” cited?					
- Have you cited all <u>ideas or opinions that are not your own</u> ? Examples: “This was the most significant event of last year ...” or “Robotic surgery is safer than conventional surgery...” Easy rule: when you read each sentence in your essay, ask “Did I invent that idea all by myself?” If yes, no citation is needed. If no, cite it. Even if you rewrote the idea in your own words, you should cite the source.					
- Are all <u>primary sources</u> such as interviews or surveys cited?					
Did you use the same citation system throughout the paper? Two are acceptable: footnotes or parenthetical in-text citations which look like this: (Stevenson, 1998).					
Do you have a bibliography and did you list all your sources in it? (No bibliography will earn a zero for Criterion I.)					
- Did you use web resources such as www.citationmachine.net to help you find the <u>correct format</u> for all your bibliographic entries and citations?					
- Is your bibliography <u>honest</u> ? (For example, if there some books or articles that you listed but never read, then you should erase them.)					
- Is your bibliography <u>free from “padding”</u> ? (Padding a bibliography means listing sources which you may have read and found interesting but they are not cited anywhere in the essay. That's not acceptable. You must either erase them from the bibliography or use a citation somewhere.)					
Have you followed the rules about using an appendix ?					
- Did you put all your primary sources in the appendix (excerpts from interviews, questionnaires, correspondence, relevant emails...)					
- Did you clearly label everything with headings and made reference to these documents in the essay (“see appendix page XX”)?					
Have you double checked that you avoided the use first person (“I”, “we”, etc.) except when giving your own opinion or ideas which you came up with.					
Have you used a spell check program and asked someone to proofread your EE?					
Look at the section in the EE guide for your subject - there may be specific details about the formal presentation in your subject.					

Criterion J: The Abstract					
This criterion is simply to make sure you know how to write an abstract correctly. Be sure you have also followed the criteria for the formal presentation of the abstract (see Criterion I)					
	A	B	C	D	N
Does your abstract contain the research question ? Is it clearly stated?					
Does your abstract outline how you found your answers ?					
Does your abstract state your conclusion ?					
Is your abstract free from any analysis or evaluation ? (It should not have these					

– save them for the body of the text).					
Is the abstract 300 words or less? If it is 301 words or more, you will not get marks for this criterion.					
Does the abstract briefly state the <u>research question</u> , a summary of the <u>main arguments</u> which are used and the <u>conclusion</u> you will reach?					
Look at the section in the EE guide for your subject - there may be specific things you must put in the abstract for your subject.					

Criterion K: Holistic judgment					
This criterion is to see if the Extended Essay has had an impact on your intellectual development.					
	A	B	C	D	N
Does your essay show intellectual initiative ? In other words, will it stand out from the other essays and show that you are exploring new ground? Have you pushed your limits to make sure this is not just another boring essay? Is your EE original?					
Does your essay show depth of understanding ? Do you really know your stuff? Have you become an expert? Does your essay show that you have a deep understanding of how the IT system you studied really works?					
Does your essay show insight ? Has the research allowed you to reach a new level of understanding? Did something click along the way causing you to say, “Wow, I never realized that before!”					
Have you really shown the effects on people of the IT system you studied rather than just speculated about its effects?					
Have you demonstrated the use of creativity in the solutions you have suggested? Again, this is another way of showing your special talents and your uniqueness.					

to be rewritten based on the new guide:

Examiner & Supervisor Questions						
	No, not at all or very superficially					
	Not enough					
	On the right track					
	Mostly					
	Yes, completely					
		A	B	C	D	N
How much time and effort did you put into researching and writing your Extended Essay - do you feel you put in as much as you could have?						
Throughout the process of research and writing, did you plan your time by yourself? In other words, parents or teachers did not have to remind you to do things?						
When it came to finding books, articles and information, did you find things all by yourself ? You did not get excessive help from others.						
Is every sentence in the essay written by you? It is OK for someone to help with spelling or suggest you change a word or two if a passage is not clear. What is not OK is for someone else to sit at the keyboard for your and rewrite entire passages. Likewise, someone dictating entire sentences or paragraphs to you is not acceptable. The whole essay should be in your own words. Your supervisor knows your writing style and will be able to pick up on work that does not appear to be your own. He or she is required to write a comment about this on the EE cover sheet. Remember: you do not lose points for spelling mistakes, but you can lose your whole diploma if it is discovered that you did not respect the rules in the <i>Academic Honesty Guide</i> .						
Have you really learned a lot from your research? After writing the essay, do you feel that you truly understand the topic or is it still a bit of a mystery to you?						
Obviously, since this is a research paper, many of the ideas you wrote about were ideas other people came up with. What original ideas or insight did you bring to the essay? What did you contribute to make it your own?						
Your essay will be sent to an examiner along with 10, 20, 30, perhaps 50 others in the same subject. Will yours stand out and make the examiner say "Wow, that's interesting!?"? What makes your essay different from other student's work? In other words, does your EE show flair ? Does it show you have a special talent in this domain?						