



*Guide to the
Extended Essay*

*International Baccalaureate
Diploma Programme ¹*

Class of 2015

Murphy High School

*Mobile County Public
School System*

What is the Purpose?

There are several key reasons for doing the Extended Essay. They are:

1. You need it to earn the IB Diploma.
2. It will teach you the process of doing research from developing the question to the publication.
3. It will grant you a strong sense of accomplishment, because you will work hard to write it, you will write it, and that sense of accomplishment is totally self-induced..... your advisors will be there to guide you, but **YOU** will write the Extended Essay.¹¹

The Extended Essay is not a book report; it is not a collection of quotes put together in an attempt to tell a story. Pretend that you are an investigative reporter trying to find out the truth about your topic. You have to ask questions of many people (sources). Some will tell different versions of the story. Why would you choose to believe some and not others? After you have asked the questions, met the participants, decided who is truthful-- you will tell the story. As a good investigative reporter, you have to tell the whole story in an interesting way.

It is
your research,
your story,
you tell it,
your work!

¹¹Unless otherwise noted, much of this was written by Candace Michaels, Luther Burbank High School, San Antonio Independent School District.

What Are Some Pitfalls?

We have discovered some obstacles that have a tendency to derail the production of the Extended Essay. Please do everything in your power to avoid the following:

1. Not reading this booklet and being fully informed before you start
2. Missing any one deadline
3. Depending on one disk/flash drive only to save all your work – save on a hard drive, and 1-2-3 separate disks.
4. We have discovered that cell phones have a magnet that allows the voice volume to be enhanced, but this magnet easily corrupts disks and flash drives, so keep your cell phone away from your storage unit.
5. Taking notes on note book paper and not using note cards (more on this later).
6. Putting off all the research until school starts and flitting away the summer.
7. Ignoring the words of advice from your advisor, stubbornly insisting that your way is THE ONE and ONLY way to do research.

How Do I Decide What To Do The Research On?

The research is titled conceptually the Extended Essay, so that means that you are to extend what you have learned. We offer the following IB Diploma subjects

- English A1
- Foreign Language B
- History of the Americas
- Biology
- Visual Arts
- Music

So your essay will **extend** what you have learned in any of those subjects. You cannot turn in the Internal Assessment for the course as an Extended Essay.

So some ideas to consider are the following:

- **English A1(Group 1)** – These essays do not depend so much on research as much as a very detailed literary analysis of the works of a particular author. The rules say the author chosen has to have written in English. You cannot do research/literary analysis on an author whose

works you read in translation. You must extend your knowledge, apply what you were taught about literary analysis to an author you have not read in class. This will remove the possibility of doing the same author for both the IA and the Extended Essay. If you like this idea, talk to your mentor. Once you pick an author, you have to decide what aspect of his works you want to analyze.... What are you looking for, what are you trying to prove? There are three categories for the English A1 paper: Categories 1 and 2, which are Literature studies; and Category 3, Studies in Language. Look at the EE Guide for examples.

- **History of the Americas** – This is most common area for the Extended Essay. You can choose any number of eras and areas to research; for example you have the whole 20th century world from 1900 to 1980, from any event in the US to Latin America, to Asia, to Europe, to Africa. In the Americas you have the whole spectrum of its history as a possible topic. You can choose to deal with wars, political movements, significant leaders, events, and their impact. As you can see, there are any number of ideas that can be investigated, there are plenty of resources. You can visit with your chosen mentors for ideas on what to do. They can help you delineate an era, or person, or event and help you formulate the research question.
- **Biology** – For this essay you should do a literature search, and then do some experimentation i.e. develop a hypothesis, null hypothesis, develop procedure, collect data, analyze data, arrive at conclusion, and then compare/contrast your findings with what you found in the literature search. **This type of essay has to be closely supervised by your advisor.** You must be familiar with the ethical guidelines when doing experimentation. The other option is to do a literature search essay alone. However; you will need to be very careful about selecting your sources. *The Journal of the American Medical Association; Scientific American.* The drawback of doing this type of research is that you will do a great deal of work, but your chances of getting high marks are limited. The IB recommends active research in this field.
- **Visual Arts** – This type of essay requires that you apply what you learned in Art and apply it to the works of a particular artist and present a work of Art Criticism. This essay is not limited to artists that are famous and have died; rather you can choose to do your work on a living artist working in our area. The latter will require that you set up an interview, photograph the work, and reach conclusions about the meaning of the work. Some ideas that could be done are: The work of Jesse Trevino, the work of Vincent Valdez, the work of Freida Kahlo, the work of Andy Warhol. Mrs. Elmore is the primary arts mentor.

- **Music** –To do this essay you have to zero in on the music: yes, extraneous issues may be alluded to, but the bulk of the essay has to focus on the music. Please see Mr. Chapman for advice, and he will have to supervise this essay.

See exemplary extended essays on these sites:

Extended Essay exemplars in English, History, Psychology, and Science
<http://www.nsd.org/education/components/links/links.php?sectiondetailid=75248>

Extended Essay exemplars in English, History, Biology, Chemistry, Art, Music, and Math
<http://www.nclack.k12.or.us/Page/4722>

Extended Essay exemplars in Biology, Chemistry, Art, Music, and other areas
<http://www.huskiebpo.com/EssaySamples.htm>

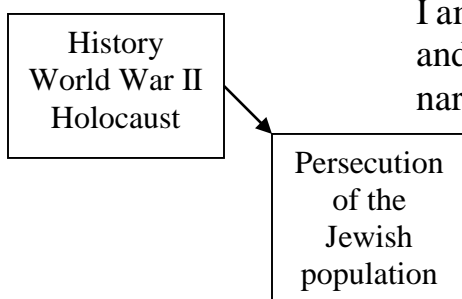
Nice school web page
<https://sites.google.com/a/gapps.uwcsea.edu.sg/east-hs-ib-dip/extessay/documents>

(Sites accessed 10 March 2014)

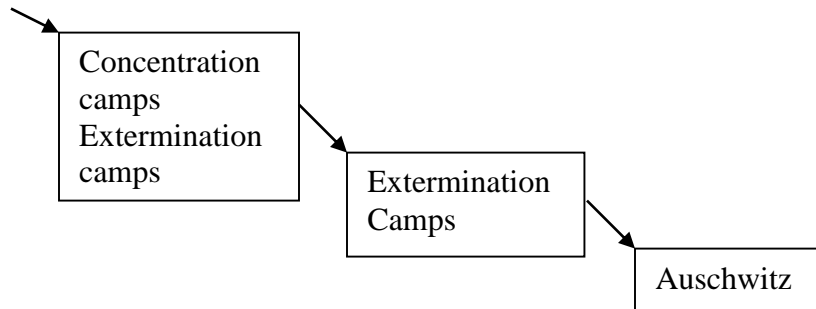
SO, to summarize...

1. Pick the subject/discipline of study you want to do.
2. Within the subject/discipline, pick an area you want to know more about.
3. Break that area down into its smaller parts: people, events, concepts, dates.
4. Pick one and develop a question.

Following is a diagram to help you visualize how you go from the extended subject to a focused research question.



I am going to do an example of what to do using history and the Holocaust in particular to illustrate how to narrow the topic down.



What process did the Gestapo use to make the selection of who would die and who would live in Auschwitz?

Deciding On a Research Question

In making the decision as to what research question to attempt to answer, it is a good idea to work backwards from the assessment criteria. Once you think you have decided on a subject--- topic/area-- and have a tentative research question, go to the assessment criteria for that area, and analyze what you are going to have to do to earn a very good and above mark.

Go through the following questions, answer them, and then decide if this is going to be something you can do.

1. The Research Question – The sources you will need
 - a. How specific does it have to be?
 - b. Can I find the sources that will give me the information to answer it properly?
 - c. Are the sources available on the net from reliable sources?
 - d. How dependent do I have to be on primary sources?
Secondary sources?
 - e. If the question would be better answered with individual interviews, do I have access, or can I gain access to individual interviews?

(In English the primary source is the author's original writings, but in the study of Literature, do you have access to the literary criticism that would either contradict your interpretation or bolster it? In Visual Arts, do you have access to the work of the artist? Are there critical reviews that bolster/back up what you want to say as interpretation of the

artist's work? These two areas require the primary sources, but also credible secondary sources. Do not choose this area, if you are working with an obscure author or artist, for whose work you will find it extremely difficult to find credible critical reviews. In History, you have to realize that there are historians who are considered experts in particular eras. It gives your research more credibility if you use one or more of the given experts. Do you know who these people are? How will you find out? Can you find those sources?)

- f. In the experimental sciences can you structure a viable experiment?

(Do you have access to the materials you will need? Do you have access to a laboratory with the equipment that will be required? Do you have the time and a supervisor that also has the time to oversee your use of a laboratory? Are there finances involved in your experiment—supplies, materials, expendable equipment?)

2. Analysis – how you will structure your argument
 - a. Does your question lend itself to an analysis? Does it ask why? Does it mention the word “impact”?
 - b. Be careful of questions that only ask – “what” answering this type of question leads to a narrative rather than the formation of an argument that analyzes all possible answers.

Review the assessment criteria in the light of your research question before you make the final decision.

Analyzing the Assessment Criteria

1. I am thinking my EE is going to be in the subject of: _____
2. I have read the Assessment Criteria for Group: _____ Extended Essay

A. Research Question (Maximum 2 points) → Clearly stated, sharply focused, making effective treatment possible”	I can do this...
3. To “sharpen” the focus, I have limited the scope to include only:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
4. I have found sufficient sources to “effectively” focus on:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
5. To “effectively treat” the focus, my primary sources include:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
6. To help “clearly state” the question, I have used:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
7. I used the following key words to form my question:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
8. For Experimental Sciences, I have access to a lab, equipment, materials/supplies, and supervisor:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
9. For Visual Arts – Contemporary Local Artist: I have access to interview him/her:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
10. For Visual Arts – Contemporary Non-Local Artist: I have access to interview him/her:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
11. For Mathematics: My question is different from my IA topic:	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help

<p>B. Introduction (Maximum 2 points) → Clearly demonstrated, clearly explains significance topic and why it is worthy”</p>	<p>I can do this...</p>
<p>1. <i>The significance of my topic is that:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>2. <i>The explanation I used indicates “significance” by:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>3. <i>To “clearly demonstrate” the significance of this topic I have included:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>4. <i>This topic is “worthy” because of the following:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>C. Investigation (Maximum 4 points) → Consulted imaginative, appropriate sources; or data gathered, and relevant material selected; well planned”</p>	<p>I can do this...</p>
<p>5. <i>I chose to use sources that were “imaginative” in that they:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>6. <i>The sources I used were “appropriate” because they were:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>7. <i>In science and mathematics, data I gathered were “imaginative” because:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>8. <i>In science and mathematics, data I gathered were “appropriate” because:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>9. <i>The materials I gathered from resources I selected are “relevant” because they:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>10. <i>I think this investigation is “well planned” because it:</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>D. Knowledge and Understanding of Topic (Maximum 4 points)</p>	<p>I can do this...</p>

<p>→very good knowledge and understanding of the topic studied; clearly and precisely locates the investigation in an academic context</p>	
<p>1. I am demonstrating my “knowledge and understanding of the topic” I researched and studied by connecting or including:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>2. I found the “academic context” to be:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>3. I am “clearly and precisely” emphasizing the presence of an “academic context” of this topic by referencing or providing:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>E. Reasoned Argument (Maximum 4 points) →clear ideas, logical and coherent; develops reasoned and convincing argument</p>	<p> can do this...</p>
<p>1. To make the research question idea “clear, logical and coherent”, I used:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>2. The argument I propose in this investigation is “reasoned and convincing” in that I have:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>F. Application of Analytical and Evaluative Skills Appropriate to Subject (Maximum 4 points) →effective and sophisticated application</p>	<p> can do this...</p>
<p>1. To clearly demonstrate my “application” of “analytical skills” into my investigation, I used:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>2. I have demonstrated appropriate “evaluative skills” by:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help
<p>3. The application of my analytical and evaluative skills are “effective and sophisticated” in that:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help

<p>G. Use of language appropriate to the subject (Maximum 4 points) → communicates clearly and precisely; appropriate terminology used accurately with skill and understanding</p>	<p> can do this...</p>
<p>1. In my investigation, I have ensured that I have communicated “clearly and precisely” with “appropriate terminology” by:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>H. Conclusion (Maximum 2 points) → clear, relevant and consistent with evidence; should include appropriate unresolved questions.</p>	<p> can do this...</p>
<p>1. In my conclusion, I have checked that my statements are “clear, relevant, and consistent with evidence” by:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>2. I included “unresolved questions “because they are:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>I. Formal Presentation: layout, organization, appearance and formal elements follow standard format (title page, table of contents, page numbers, illustrative material, quotations, documentation with references, citations and bibliography and appendices if used. (Maximum 4 points) → Excellent!</p>	<p> can do this...</p>
<p>1. My paper is within the 4000 word limit (and does not exceed 4000 words).</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>2. The “appearance, layout, organization and standard format” has been followed and edited carefully as this is a subjective element.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>

<p>3. I have reviewed and made corrections on documentation with references, citations and bibliography (and appendices if used) on errors and/or omissions.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>J. Abstract: clearly stated essay question, how the investigation was undertaken and the conclusion(s) of the essay. (Maximum 2 points) →clearly states all the elements listed above.</p>	<p> can do this...</p>
<p>1. My abstract “clearly” states the essay question by:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>2. My investigation was described clearly, including how it was undertaken.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>3. The conclusion of the essay is clearly stated in this abstract (as it is within the main body of the paper).</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>K. Holistic judgment: distinguishing qualities such as intellectual initiative, depth of understanding and insight. (Maximum 4 points) →considerable evidence of such qualities.</p>	<p> can do this...</p>
<p>1. My essay includes “distinguishing qualities” in that I:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>
<p>2. There is “considerable evidence” demonstrating intellectual initiative, depth of understanding and insight” in:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No, I need help</p>

How Come You Don't Tell Me What To Do?

It is very important that you realize that the Extended Essay is your work! Teachers are only allowed to ask you questions. We are not allowed to tell you what to research, how to write it, or make all of the corrections for you. You have to learn to listen to the questions that are asked of you. You can choose to turn those questions around into statements and ask your advisor for further clarification, but as advisors, we are not allowed to make corrections and expect you to follow them. As teachers, we can and will teach the process of research. That is we will teach you how to narrow a topic, do note cards, develop an outline, cite sources, and comment on the flow and ebb of your writing. You can also choose to ignore our process skills, and the questions we ask you. Should you choose to do the latter, I very highly recommend that you become intimately acquainted with the rubric used to mark the essay. The other factor you need to know is that you will not receive a grade for the quality of your work. Your grade will be 100 or 0. You did it, or you did not do it.

The ABSOLUTE NO NO!

What cannot under any circumstances be allowed is to plagiarize in any way, shape, or form. It is much better to over cite, than be accused of malpractice and have you lose the Diploma on that basis.

How can I tell if I have to cite? The answer is simple..... Did you know this information before you started the research? If the answer is no; then cite the source that told you that. Researchers do not cite what is considered general knowledge in the field, and as you progress through with the different levels of your education, you will learn more and more. You will also discover that certain facts and concepts are repeated over and over again, thus probably marking them as general knowledge. However, you are not at that level yet, so you must cite everything you learned.

Do I cite only a direct quote? **NO!** You cite all ideas, facts, concepts, and illustrations you learned/saw for the first time while doing your research. It is expected that *you* will *write* your essay. That means that you will rewrite ideas, facts, and concepts that you learned into your own words, but you will **HAVE** to cite that those ideas, facts and concepts that were new to you. This is a question of honor, integrity, and is very telling about your character. Your advisor may not have a way of telling if you have cited all sources, and will take you at your word that the work is totally yours. The IBO, however, does have a means of identifying malpractice. Should you choose to hand in work

as your own that is not yours, the IBO will catch it, and then your honor, integrity, character and good name will be tarnished, and follow you into a university admissions office. Remember, the IB Diploma is awarded in July after graduation. If you have attempted to earn it utilizing malpractice, your transcript will be labeled - IB Diploma denied due to malpractice. Quite frankly it is not worth it, so do not even consider it.²

The IBO Rules Regarding Malpractice²

1 Academic honesty

1.1 Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic **dishonesty**, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.

1.2 All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; candidates must have the knowledge and practical skills to apply such concepts to their work.

1.3 The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates may face legal proceedings.

1.4 In both conceptual and practical terms, candidates may not understand the difference between collaboration and collusion, and therefore require guidance. Collaboration may be loosely defined

as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in “allowing one’s work to be copied or submitted for assessment by another” as defined in the Regulations. For further details, see section 2.5.

1.5 An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately

acknowledged. This requirement includes a candidate's responses to examination papers in May and/or November. All quotations in a candidate's examination script must be properly acknowledged.

1.6 Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the candidates' own creativity.¹ Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged. The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

The ideas conveyed in this section are based on a paper written by Nicholas Connolly (*Theatre and Academic Honesty*, 2008).

1.7 Although the Regulations clearly define plagiarism as the representation of the ideas or work of another person as the candidate's own, this definition alone does not provide candidates with sufficient information or guidance on what constitutes plagiarism and how it can be avoided. Candidates must receive guidance on when and how to include acknowledgments in their work. Similarly, the practice of paraphrasing is a skill that must be taught so that candidates do not simply copy a passage, substitute a few words with their own and then regard this as their own authentic work. When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone. Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavour, and how to integrate these words and ideas with one's own is an important skill that must be taught.

2 Malpractice

2.1 The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

- plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

2.2 Some candidates seem to believe that because the internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment. On the contrary, candidates must record the addresses of all websites

from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CDRoms, DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals.

2.3 The issue of plagiarism is not confined to subjects in groups 1 to 5 of the Diploma Programme. Copying works of art, whether music, film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

2.4 Copying text, or other material, is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee it is apparent that many candidates are not aware of when or how to acknowledge sources. It is essential

that candidates are taught this important academic skill. For example, a candidate may copy one or two sentences from a book, journal or website without showing it as a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice. For further details, see sections 11.4 and 11.5.

2.5 For most assessment components candidates are expected to work independently but with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. This means that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates. Whether or not candidates are allowed to work together on the requirements for internal assessment varies between groups and subjects.

- Group 3: In geography, for example, candidates might be presented with a research question by the teacher and then be required to work as part of a group to collect data together in the field. However, each candidate must write up their report of the fieldwork individually. The reports will have a similar research question and may have the same information collection in the appendices, but the way the information collection is

described, analysed and evaluated must be different from the work of other candidates with whom they collected the information and must be entirely their own work.

- Group 4: In group 4 subjects, including design technology, no collaboration is allowed in assessment tasks except in the area of data collection. Although there are different requirements depending on the subject, candidates ideally should work on their own when collecting data. When data collection is carried out in groups, the actual recording and processing of data must be undertaken independently if this criterion is to be assessed. For more subject-specific details, refer to the appropriate subject guide. (This does not apply to the group 4 project, which by its very nature is a collaborative project and is assessed for personal skills only.)

- Group 5: Candidates must be aware that the written work they submit must be entirely their own. When completing a piece of work outside the classroom, candidates must work independently. Although group work can be educationally desirable in some situations, it is not appropriate for the mathematics HL or mathematics SL portfolio. For mathematical studies SL, group work must not be used for projects. Each project must be based on different data collected or measurements generated.

2.6 The presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice. For example, if a candidate submits the same or a very similar piece of work for history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.

2.7 Fabrication of data is a further example of malpractice. If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the candidate guilty of malpractice. Using authentic data is a matter of academic honesty.

2.8 Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.

2.9 Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers

- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

2.10 Taking unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) into an examination is the most common type of malpractice after plagiarism and collusion. At the start of an examination candidates must be given the opportunity to declare any unauthorized material in their possession. However, even if this opportunity

is not given by the invigilator, a candidate will still be found guilty of malpractice by the final award committee if unauthorized material is in their possession. “In their possession” may be taken to mean on the person of the candidate, in the candidate’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the examination. It is very important to note that guilt will be confirmed by the committee regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the examination. The actual possession of unauthorized material constitutes malpractice; the final award committee is not required to establish whether the candidate used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

2.11 Cases of possible malpractice during an examination are normally identified by the coordinator/ invigilator. If a candidate is suspected of malpractice in an examination the coordinator must send a report to the IB information desk (not to the regional office). The report must reach the IB within ten days after the examination in which the incident occurred. It is expected that a report will include:

- a seating plan for the examination
- a statement from each invigilator
- a statement from the candidate
- the unauthorized material (depending on the nature of the material).

2.12 Breaches of regulations are not confined to candidates; inappropriate conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the IB:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the Diploma Programme
- leaving candidates unsupervised during an examination
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

In consultation with the head of school, and with the utmost discretion, the IB will conduct an investigation into an alleged breach of regulations by a coordinator or teacher. The purpose of an investigation will be to establish whether:

- the coordinator or teacher is in breach of IB regulations
- the security or integrity of assessment has been compromised
- the results of any candidate (or candidates) have been affected.

²Accessed from the OCC October 27, 2011

Documentation

There are some characteristics of each kind of essay that should be considered at this point.

English– These essays are studies in the literature of the language. Whatever point you are trying to make..... the documentation has to come from the author him/herself. Thus your essay should have quotes from the books themselves.... The words the author wrote.

History – These essays are made up of both primary and secondary sources. The documentation can be in the form of quotes by people that were part of the historical event, or by maps, paintings, letters, and photographs. This essay does allow for the use of secondary sources; so other historians can be used to back up a point.

Science – This is an experimental paper, so the documentation is going to be in the data you collected. Science papers have graphs, tables, photographs of findings. These are all used to document the research. Yes, there will be footnotes in the literature search section, but the bulk of the essay is in the report of the experiment, and this is in the form of procedure, data collection, and analysis of data.

Visual Arts – This essay is an analysis of a particular artist's work. Thus it should contain several copies of an artist's work that the analysis refers to. You have a choice to place the copies as appendices at the end and in the discussion refer to the piece as Appendix 1 or 2.... Or the other alternative is to include the pieces in the body of the essay and do the analysis referring to the piece in the essay.

Music – This essay will contain scores and the analysis of the movements and changes in the scores as the composition is developed and analyzed.

Okay... So What Can I Do?

It may appear that there is more you are not supposed to do than what you can do.... and that is not really true.

Before you get started let me say that you will all be doing the following:

1. Deciding what to research – Identifying the topic and developing the research question
2. Doing the research – locating the relevant sources, gathering the notes from each source
3. Organizing the research – putting all the information in outline form in order to discover the best way to relate what you have discovered.
4. Create subtopics - to divide and present your research
5. Analyzing the data – questioning what you have discovered and relating your concerns in the body of the essay
6. Reach a conclusion – what did you learn? Are there unanswered questions? Do you feel that you need to do more research?
7. Writing the rough drafts – write once read over, make changes, write a second time, read over make changes, write a third time, hand to another person for critique, think about the comments/questions raised by the reader, write a fourth time incorporating any new changes.
8. Write the final draft – edit it for appearance, accuracy of footnotes, source citing, page numbers, appendices and illustrations, if used.
9. Write the Abstract – summarize in 300 words your research
10. Write a Table of Contents – organize and present the research for publication.
11. Insert Header – mark every page with your name and IB candidate number
12. Publish – Print up three identical copies and turn them in!

The Law and Order Analogy

Following is a series of questions formulated on the television show, Law and Order.

The show is structured in such a way, that if you follow the general premise, you will have a pretty good version of the rubric and what you are expected to do in the Extended Essay.

Structuring the Extended Essay

Law and Order - a metaphor for the organization of a research argument

Part I – the introduction

Law and Order usually begins with the discovery of the crime. Once someone has made the discovery, the question(s) are/is raised... who is the victim of the crime and what could have led to the commission of the crime?

What happened that sparked your interest in your research question? Why did you decide to investigate this particular topic? It should be a personal reason. Tell me the story in one paragraph. End this paragraph with your very specific research question. **Do not go over 200 words.**

Part II – Setting the Stage

Law and Order returns from the first commercial with the police officers investigating the crime scene. Where did it take place? Who is the victim? What is the apparent method of the commission of the crime? Is it a wealthy neighborhood; poor neighborhood? Did it take place in a home; office; public place? Is the victim young or old; woman or man; what role would this take in the commission of the crime if any at all? Does the victim appear to be a part of the scene, or has the victim appeared to have been moved?

What is the context of your research question? There was something that sparked your interest in researching this specific topic. Where in the subject area is it found? Why is it relevant/important to your question? If a history paper – what period of history in what country? If it is literature, art, or music – what genre is it? Is it part of a particular school of art; music; or era in literature? In the pecking order of importance- where does your question lies in importance to the context of the question? Is it a minor event? Is it a major player? Does the topic of your question drive, define the context of your question?

Tell me in 2-3 paragraphs what the context of your question is. Refer to the questions given above to structure your paragraphs. At this point you are using preliminary research, so, if anything you include was new information you learned in your research begin to document your answers; i.e. start footnoting. **Do not exceed 500 words**

Step III – Who to believe – why and why not?

Law and Order now moves into the investigation. The detectives go and interview people, research phone records, employment records, look at video tapes, check housing, hospital records... in some cases what they discover in one place takes them in new directions. All the time they evaluate and decide whether the information is usable or not. Sometimes what people say is contradicted - either by another person, or by a video tape or record.

Look at your sources – What did they tell you? Why did you choose to believe that source? Was there a source that you found really hard to be true? What did you learn about your question from this source? You are now going to tell the story of what you discovered by sources. You should have at LEAST 5 sources. These include pictures, maps, charts etc. To document this, you can make one major footnote, and then footnote by page as you proceed through the paragraph. **Do not exceed 700 words**

Step IV – Creating an argument from the investigation.

At this point in *Law and Order*, the police turn over their research to the District Attorney's Office with their beliefs about who commissioned the crime. The DA then starts to analyze the information provided, and makes a decision on whether to proceed or not. Sometimes the evidence gathered by the police needs to be taken out, because they did not follow correct procedure. They structure the argument they will make to the jury. They try to foresee what the opposition is going to say about the evidence because of their point of view.

Now you get to structure your argument. How are you going to convince me, the reader, that your version of what happened is the correct one? If you did not print up your internet source or you do not have a bibliography card, or you do not have page numbers for your footnotes, that would be a procedural violation, and you cannot use that source in the argument. As you prepare your argument, take into consideration what the opposite story tells, acknowledge it, and structure your argument around that.

Point # 1 (the first main answer to your research question)

Points (facts) that back up your argument **Do not exceed 700 words**

Point # 2 (the second main answer to your research question)

Points (facts) that back up your argument **Do not exceed 700 words**

Point # 3 (the third main answer to your research question)

Points (facts) that back up your argument **Do not exceed 700 words**

Step # V – The answer

In *Law and Order* this is when the jury comes in and evaluates the work of both the police and the DA's office by handing down a guilty or not guilty verdict.

This is your conclusion. This where you will summarize your argument and pertinent facts, something like the closing arguments to the jury, and then you make a decision, you evaluate your answers..... were they good, believable, and backed up? You render your verdict. **Do not exceed 250 words**

Step VI – the denouement – the unanswered questions

In *Law and Order* this is when the DA and or the police have a parting statement. It usually deals with an ethical issue, a question that was never answered, or how the trial impacted the participants.

This is the last paragraph of your essay. It is short, to the point, and in essence it does one of several things: a tie back to that personal reason for starting the research, and/or raises an unanswered question, and/or discusses an ethical issue that was raised by the research or topic itself. **Do Not exceed 250 words**

The Research and Writing Process

Research

*Choose Subject by
analyzing
Assessment Criteria*



*Choose the
Topic in the Subject*



*Preliminary research to
ground the topic*



*Develop the
Research Question and get
it approved*



*Research and gather
information on note cards*



Classify the note cards

Writing

Outline/plan
Part I, II, III, and IV



*Utilizing the Law and Order
Analogy format*



Revising and editing



Proofreading



Revising and editing



Developing Abstract



*Proofreading, editing, and
correcting*



FINAL COPY
*Title Page
Table of Contents & Abstract
Introduction, Body & Conclusion
divided into subtopics
Work cited & documentation
(3 COPIES)³*

³ Candace Michael, February 2008.

To be continued...⁴

The next packet you will receive will cover the note card process and the outline process. This is a new approach that I hope will help you to organize your information more effectively and to be more prepared to write your first draft.

The IBDP *Extended Essay Guide* is available in its entirety on the library's page on the school's website, www.mhspanthers.com, under the "Forms" link. I would suggest that you print the section that applies to your chosen area.

Remember--this is the one time that you get to choose what you write about. Choose a topic that you will find interesting and that you will enjoy immersing yourself in. As another EE guide writer said, the Extended Essay is "the pursuit of a passion."

⁴ Carmen Kearley, 2014.