Extended Essay Handbook

Business Management

Name: ______________________________
Introduction

An extended essay in business and management provides students with an opportunity to carry out in-depth research in an area of personal interest relating to business and management. This is likely to be in the context of the Diploma Programme business and management course, but students may also want to consider issues that fall outside the scope of this. For example, they may want to undertake a detailed investigation into work relating to a specific regional/national context, or perhaps practical applications relating to the work of a particular management theorist. Whichever research area is chosen, it should be firmly rooted in the realms of accepted business and management theory. The extended essay provides students with an opportunity to develop research skills by reviewing business theory, concepts and principles, and critically analysing how these have been put into practice in the business world and the resultant impact on business activity. This will involve broad and detailed research using a range of sources. Excessive reliance on a single type of source, such as a company’s annual report, is unlikely to give students sufficient scope or breadth in their analysis of the research question. The extended essay requires the application of business theory, tools and techniques to produce a coherent and structured analytical essay that effectively addresses the research question.

Choice of topic

Students should undertake an extended essay that uses the core principles of business and management as a basis for researching a particular topic. In their choice of topic, students are strongly advised to ensure they develop a research question that enables them to carry out relevant research and apply business theory, tools and techniques. It is important that the research question is sufficiently focused to allow adequate treatment within the word limit. The following examples of titles for business and management extended essays are intended as guidance only. The pairings illustrate that focused topics (indicated by the first title) should be encouraged rather than broad topics (indicated by the second title).

- “What motivates employees? Can Herzberg’s motivation theory help explain the improvement in productivity at XYZ Ltd?” is better than “Have motivational techniques benefited XYZ Ltd?”.
- “How significant has the contribution of Just-in-Time production been in improving efficiency in the textile industry?” is better than “How effective are Just-in-Time production techniques?”.
- “Why has the practice of publishing environmental audits been adopted more widely in Country X than in Country Y?” is better than “Why do firms publish environmental audits?”.

The topic may be chosen because of an interest in issues raised in the classroom, aspects of a student’s own experience, or current events. The choice and treatment of the topic must, however, ensure that the student can address all the assessment criteria. An essay that is purely descriptive must be avoided: analysis and evaluation are critically important. It may help in achieving this if the student further defines the topic chosen for study in the form of a research question, followed by a statement of intent that indicates which methodology is going to be used in answering the question. In this way, the approach to the topic chosen may be even further clarified. Some examples of this could be as follows.
Treatment of the topic

Students should use secondary data as the basis of their extended essay, supported, only where appropriate, by primary research. The sole use of secondary sources will allow students access to all levels of the extended essay assessment criteria. (Note that this is the reverse of the approach required in the HL internal assessment component of the business and management course, where primary research takes precedence.) Students should apply the accepted theories, tools and techniques of the subject to the topic/research question chosen. These may be applied to an organization, industry or market in a particular region or country, or globally. Students should ensure that the treatment of the topic allows for an analytical approach. It is important that the approach to all aspects of the essay is directly related to the research question and that the research carried out addresses the question. Topics researched should not be too broad in scope. The development of the essay must be related to the question directly and must not include information that is unnecessary. Strategic approaches should be encouraged and considered—for example, the effect of new technologies and cultural, international and ethical implications. If primary research is carried out in relation to an organization, there is a need for tact, sensitivity to other people and respect of confidentiality. A good extended essay will demonstrate the appropriate use and application of selected analytical tools, often supported by statistical data to assist the discussion and evaluation. Some examples of analytical tools are as follows.

- Ansoff’s Matrix
- Boston Matrix
- Break-even analysis
Students must ask probing questions and look at all relevant factors when considering the information obtained from their research. Information cannot always be accepted at face value. A critical approach, in which the skills of analysis and evaluation are displayed, is essential. Students should indicate unresolved questions, or new questions that have arisen from their study, in their conclusions. An extended essay in business and management is a formal essay and, as such, should fully meet the assessment criteria for the organization and formal presentation of an extended essay. In addition, it should be remembered that a business and management essay must be written in an objective style without personal bias. Observations and conclusions should be derived from the evidence and not based on any preconceptions of the student.

Frequent reference to the assessment criteria will help keep a sharper focus on the essay.

**Assessment of Extended Essays**

**Use of Assessment Criteria**

All extended essays are externally assessed by examiners appointed by the IBO. All extended essays are marked on a scale from 0 to 36. Criterion levels will be awarded to each extended essay using a **best match model**.

For each criterion, examiners are instructed to identify the level descriptor that is most appropriate (i.e. the best match) for the extended essay under consideration, rather than to progress upwards through the levels until the essay fails to meet one or more aspects of the descriptor.

**General Assessment Criteria**

There are eight general assessment criteria. These are concerned with how candidates manage general aspects of the extended essay, such as the writing of the abstract and conclusion, the use of information and data, and the overall presentation.

For each of the general assessment criteria, different degrees of quality are described by a set of achievement level descriptors. Some of the criteria are more important than others and have more achievement levels. The general quality of an extended essay is measured by adding together the achievement levels attained on each of the eight general assessment criteria. An extended essay may score up to 24 on the general assessment criteria.
Assessment Criteria

A: research question

(Objectives 1 and 2)

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question.” However, certain disciplines may permit or encourage different ways of formulating the research task.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The research question is not stated in either the introduction or on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.</td>
</tr>
<tr>
<td>1</td>
<td>The research question is stated in either the introduction or on the title page but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.</td>
</tr>
<tr>
<td>2</td>
<td>The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.</td>
</tr>
</tbody>
</table>

The research question can often be best defined in the form of a question. It may, however, also be presented as a statement, proposition or hypothesis for discussion. It must be specific and sharply focused. Topics or questions that consider broad areas of business and management theory may limit the possibility of effective treatment within the word limit and constrain performance on this criterion.

**CONSIDER:**

Is the topic a suitable one considering the word limit and is the focus of the inquiry clear? This does not have to be a question – the consideration of a hypothesis is also valid but the focus of the inquiry must be clear.

This is assessed through the title and the abstract but the question should also be stated at an early stage of the main essay.
The introduction should relate the research question to existing subject knowledge: the student’s personal experience or particular opinion is rarely relevant here. While it is important in the introduction to consider the theoretical business context for the essay, it is not the place for a full review or explanation of that theory. The introduction should consider why the question chosen is an important one for businesses/organizations and/or the managers of those businesses/organizations, and, therefore, why it is an important topic for investigation. The research question should be clearly set in a business and management context.

**CONSIDER:**
Does your introduction set the inquiry in context and explain why it is worthy of investigation?
*This is assessed through the Introduction.*
The range of resources available will be influenced by various factors, but above all by the topic chosen. Students should use secondary sources in the first instance. These may include the internet, textbooks and research literature/journals. They could also include materials sourced from a particular business or organization whose area of business is related to the topic chosen (for example, market research companies, industry analysts or individual business organizations). Statistical data may be valuable, although this is likely to depend on the nature of the topic/research question chosen. Sources for this might include the internet, government departments, business research organizations or industry analysts. Evidence can be conflicting and in need of explanation and analysis. The reliability of sources needs to be examined, and relevant information clearly and systematically presented. If students make use of internet-based sources, they should do so critically in full awareness of their potential unreliability. Where primary research is used, it must be carefully planned to ensure that it will enhance the value of the research undertaken, and provide specific quantitative and qualitative analysis directly related to the research question.

**CONSIDER:**
Do you show that you have consulted a range of suitable sources / gathered appropriate data and planned your investigation? (This means have you planned the stages of your investigation, not have you planned the structure of your essay). If your RQ is not suitable for systematic investigation the maximum you can score is 2.
This is shown through your bibliography, footnotes, abstract, contents page and the whole way the essay is structured and presented.
D: knowledge and understanding of the topic studied

(Objectives 3 and 7)

Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. “Academic context”, as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The essay demonstrates no real knowledge or understanding of the topic studied.</td>
</tr>
<tr>
<td>1</td>
<td>The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.</td>
</tr>
<tr>
<td>2</td>
<td>The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.</td>
</tr>
<tr>
<td>3</td>
<td>The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.</td>
</tr>
<tr>
<td>4</td>
<td>The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.</td>
</tr>
</tbody>
</table>

This criterion requires students to show detailed knowledge and understanding of the topic being researched, and its academic context. This means that they need to demonstrate relevant links between the topic and relevant business theories and techniques. These interrelationships need to be explicitly explained to reveal a clear knowledge and understanding. To demonstrate an appropriate level of knowledge and understanding, it is likely that students will need to use a range of sources.

CONSIDER
Do you show knowledge (through the facts you provide) and understanding (through your comments about these facts) and can you discuss different interpretations / explain the issues that are debated by academics? If your RQ is not suitable for systematic investigation the maximum you can score for this category is also 2.
This is assessed throughout the essay by the way you analyse and evaluate the information you use.
To score highly on this criterion, students need to link the research question with the conclusion in a clear, structured and logical way. A valid and persuasive argument needs to be developed in terms of business and management in the context of the business theory used. This means that there should be clear links that can easily be followed between the research question and the conclusion. These links should be developed throughout the essay in a coherent, flowing and structured way that is valid and persuasively presented. To ensure reasoned argument, the essay should also demonstrate clear links between the data and evidence presented, and the arguments developed from the data. Straightforward descriptive or narrative accounts that lack these links are unlikely to advance a successful argument and should be avoided.

**CONSIDER:**

Have you planned and structured your essay to cover everything in a logical way that builds up your overall argument and is your argument well presented to take account of different ideas and to explain why your idea is more convincing than other interpretations? (Instead of just presenting facts or telling the story). Once again, if your RQ is not suitable for systematic investigation the maximum you can score is 2.

This is assessed throughout the essay by your overall approach and use of the material.
To score highly on this criterion, students need to demonstrate a sophisticated application of analytical and evaluative skills. This requires students to use the data and business theory they have considered and to assess arguments relating to the various aspects of the topic under consideration. This assessment should include a consideration of the relative value and importance of particular arguments in answering the research question. The research question should help focus this analysis and ensure that students are applying evaluative skills to make reasoned and supported judgments.

CONSIDER:
Can you analyse and evaluate your information, using the correct techniques to eg evaluate historical sources, assess a case study or report of an experiment, interpret and analyse data in a table / graph etc. This is shown by your comments about the information you use.
This criterion requires clear and precise use of business language and terminology. This must be used consistently throughout the essay and applied with consideration of the context of the arguments being used.

CONSIDER
Is the essay written in formal language, in the 3rd person etc & are the correct terms being used? (this does not mean you have to use 5 syllable words, especially as you will probably mis-use them if they are not part of your vocabulary but you should be comfortable with the subject specific language
This will be assessed throughout the essay.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.</td>
</tr>
<tr>
<td>1</td>
<td>The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.</td>
</tr>
<tr>
<td>2</td>
<td>The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.</td>
</tr>
<tr>
<td>3</td>
<td>The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.</td>
</tr>
<tr>
<td>4</td>
<td>The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.</td>
</tr>
</tbody>
</table>
“Consistent” is the key word here: the conclusion should develop out of the argument and not introduce new or extraneous matter. It should not repeat material from the introduction; rather, it should present a new synthesis in light of the discussion.

**CONSIDER:**
Is the conclusion relevant to the title and can it be substantiated by the evidence in the essay - the conclusion is not the place to introduce a new piece of evidence or a new argument. This will be assessed in the conclusion but in conjunction with the RQ, the overall argument and use of evidence.
I: formal presentation

(Objective 5)

This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The formal presentation is unacceptable, or the essay exceeds 4,000 words.</td>
</tr>
<tr>
<td>1</td>
<td>The formal presentation is poor.</td>
</tr>
<tr>
<td>2</td>
<td>The formal presentation is satisfactory.</td>
</tr>
<tr>
<td>3</td>
<td>The formal presentation is good.</td>
</tr>
<tr>
<td>4</td>
<td>The formal presentation is excellent.</td>
</tr>
</tbody>
</table>

This criterion relates to the extent to which the essay conforms to academic standards about the way in which research papers should be presented. The presentation of essays that omit a bibliography or that do not give references for quotations is deemed unacceptable (level 0). Essays that omit one of the required elements—title page, table of contents, page numbers—are deemed no better than satisfactory (maximum level2), while essays that omit two of them are deemed poor at best (maximum level1). The sources of all data used should be fully acknowledged and exact website addresses and dates of access given.

CONSIDER:
Does the essay contain a title page, candidate name and number, word count, table of contents, page numbers, are illustrative material and quotations properly presented, are footnotes and the bibliography correctly presented? This also considers layout, organisation, and overall appearance eg the use of double spacing is recommended. This will be assessed in the criteria for formal presentation.
The abstract is judged on the clarity with which it presents an overview of the research and the essay, not on the quality of the research question itself, nor on the quality of the argument or the conclusions.

CONSIDER:
Does the abstract state the Research Question clearly (this might be different from the title) and explain how the investigation was carried out and what conclusions were reached? This is assessed in the criteria for Abstract.
Qualities that are rewarded under this criterion include the following

- Intellectual initiative: Ways of demonstrating this in business and management essays include the choice of topic and research question, the nature and breadth of the theory chosen to help answer the research question, and the breadth of research sources and imagination used in sourcing relevant material/data.

- Insight and depth of understanding: These are most likely to be demonstrated through the analytical depth used to answer the research question, and the appropriateness of the business theories and tools used.

CONSIDER

What features of your essay distinguishes it from the average essay? (eg intellectual initiative, depth of understanding, insight, personal involvement).
This is assessed in the Holistic Judgement.
Overall Assessment
The total score obtained, on the scale 0 to 36, will be used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for Theory of Knowledge, determines the diploma points awarded for these two requirements.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks available</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Research Question</td>
</tr>
<tr>
<td>B</td>
<td>Introduction</td>
</tr>
<tr>
<td>C</td>
<td>Investigation</td>
</tr>
<tr>
<td>D</td>
<td>Knowledge &amp; understanding</td>
</tr>
<tr>
<td>E</td>
<td>Reasoned argument</td>
</tr>
<tr>
<td>F</td>
<td>Application of analytical &amp; evaluative skills</td>
</tr>
<tr>
<td>G</td>
<td>Use of language appropriate to the subject</td>
</tr>
<tr>
<td>H</td>
<td>Conclusion</td>
</tr>
<tr>
<td>I</td>
<td>Formal presentation</td>
</tr>
<tr>
<td>J</td>
<td>Abstract</td>
</tr>
<tr>
<td>K</td>
<td>Holistic judgement</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

The overall award boundaries are:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 – 36</td>
<td>Excellent</td>
</tr>
<tr>
<td>23 – 28</td>
<td>Good</td>
</tr>
<tr>
<td>16-22</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>8 -15</td>
<td>Mediocre</td>
</tr>
<tr>
<td>0 - 7</td>
<td>Elementary</td>
</tr>
</tbody>
</table>
The band descriptions are:

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

The band description provides the basis of reporting back to schools on each candidate’s performance in the extended essay requirement.

**Organising the Essay**

After careful outlining and drafting, it is likely that the majority of extended essays will follow a structure similar to that described below.

**Introduction**  
The introduction should include:
- An indication of why the topic chosen is interesting, important or worthy of study  
- Some background information and an attempt to place the topic in an appropriate context  
- An indication of whether the topic has been narrowed to a focus of more manageable proportions  
- A clearly and precisely stated research question  
- A clear concluding statement of the thesis and argument, i.e. the response to the research  
- Questions that will subsequently be developed in the body of the essay.

**Body / Development**  
The essential feature of the major section, or body, of the essay is the systematic development of a convincing answer to the research question. The structure and the approach to this section will be shaped by the conventions of the particular subject in which the extended essay is being undertaken. Some subjects may require sub-headings for major sections within the main body. For example, scientific investigations will usually have separate sections for method and results. In some other subjects, however, sub-headings should be avoided because they disrupt the flow and unity of an essay.

**Conclusion**  
The requirements of the conclusion are that it
- Is clearly stated  
- Is relevant to the research question being investigated  
- Is substantiated by the evidence presented  
- Indicates issues, unresolved questions and new questions that have emerged from the research
Formal Presentation

The extended essay should be written in a clear, correct and formal style appropriate to the subject from which the topic is drawn. The use of typewriters or word processors is encouraged.

Length

The upper limit is 4000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:

- The abstract
- Acknowledgements
- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- The references/bibliography
- Appendices.

Essays in excess of 4000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

Abstract

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

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

The minimum requirements for the abstract are to state clearly:

- The research question being investigated
- The scope of the investigation
- The conclusion/s of the extended essay.

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

Contents Page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are well labeled and can be interpreted with ease. All such material, which is incorporated into the extended essay, must be directly related to the text and acknowledged where appropriate. The use of photographs and postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.
References / Bibliography

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay, derived from another source. A candidate’s failure to comply with this requirement will be viewed as plagiarism, and will therefore be treated as a case of malpractice.

The list of references should include only those works, such as books and journals, that have been referenced by the candidate. The APA form of quoting and documenting sources, should be applied consistently.

Appendices

Appendices are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main part of the essay. Unless considered essential, complete lists of raw data should not be included in the extended essay.

An extended essay should not constantly refer to material presented in an appendix as this may disrupt its continuity.

Works Cited in this guide

**Time frame for Extended Essay Class of 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2015</td>
<td>Introduction to EE at Diploma Camp</td>
</tr>
<tr>
<td>October 26th 2015</td>
<td>EE launch day</td>
</tr>
<tr>
<td></td>
<td>Make choices of subject for EE</td>
</tr>
<tr>
<td>November 13th 2015</td>
<td>Subjects chosen</td>
</tr>
<tr>
<td></td>
<td>Supervisors allocated</td>
</tr>
<tr>
<td>November 27th 2015</td>
<td>Proposal written in Managebac and approved by supervisor</td>
</tr>
<tr>
<td></td>
<td>First meetings with supervisor</td>
</tr>
<tr>
<td>January 15th 2016</td>
<td>Draft research question</td>
</tr>
<tr>
<td></td>
<td>Reference List started</td>
</tr>
<tr>
<td></td>
<td>Research begun</td>
</tr>
<tr>
<td>February 24th 2016</td>
<td>EE Day in school Blocks 2-5</td>
</tr>
<tr>
<td>February 26th 2016</td>
<td>First formal reflection made in Managebac</td>
</tr>
<tr>
<td>January 2016 - March 2016</td>
<td>Conduct research</td>
</tr>
<tr>
<td></td>
<td>Keep research notes</td>
</tr>
<tr>
<td></td>
<td>Make reference list</td>
</tr>
<tr>
<td>March - April 2016</td>
<td>Create an outline for the essay</td>
</tr>
<tr>
<td>April - June 2016</td>
<td>Write first draft</td>
</tr>
<tr>
<td>June 1st 2016</td>
<td>Submit first draft to Supervisor</td>
</tr>
<tr>
<td></td>
<td>Supervisor writes Semester Report and gives grade</td>
</tr>
<tr>
<td>June 2016</td>
<td>Receive feedback from Supervisor and make a summer plan</td>
</tr>
<tr>
<td>June 12th 2016</td>
<td>Second formal reflection made in Managebac</td>
</tr>
<tr>
<td>September - December 2016</td>
<td>Revise draft</td>
</tr>
<tr>
<td></td>
<td>Work with Supervisor</td>
</tr>
<tr>
<td></td>
<td>Write reference list</td>
</tr>
<tr>
<td></td>
<td>Compile final essay</td>
</tr>
<tr>
<td>November 2016</td>
<td>Write Abstract, contents page and finish formatting the essay</td>
</tr>
<tr>
<td>December 2nd 2016</td>
<td>Submit final essay</td>
</tr>
<tr>
<td></td>
<td>Supervisor writes Semester Report and gives grade</td>
</tr>
<tr>
<td>January – February 2017</td>
<td>Viva voce</td>
</tr>
<tr>
<td></td>
<td>Final reflection made in Managebac</td>
</tr>
<tr>
<td></td>
<td>Supervisor makes a comment on yellow cover sheet</td>
</tr>
</tbody>
</table>
## Checklists

### EE Checklist and Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date to be completed</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide what to research – Identify the topic and develop the research question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing the research – locate the relevant sources, gather notes from each source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing the research – putting all the information in outline form in order to discover the best way to relay what you have discovered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create subtopics – divide and present your research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing the data – question what you have discovered and relate your concerns in the body of the essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach a conclusion – what did you learn? Are there unanswered questions? Do you feel you need to do more research?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing the rough draft – write once, read over, make changes,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing the rough draft - write a second time, read over, make changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing the rough draft - write a third time, hand to another person for critique, think about the comments/questions raised by the reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the final draft – edit for appearance, accuracy of citations, page numbers, appendices and illustrations (if used)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the Abstract – summarize your research in 300 words</td>
<td></td>
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<tr>
<td>Write a Table of Contents – organize and present the research for publication</td>
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<tr>
<td>Insert Header – mark every page with your name and IB candidate number</td>
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<tr>
<td>Electronic Copies – Turn in PDF and Word/Pages versions of essay</td>
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### General Criteria Checklist

<table>
<thead>
<tr>
<th>Action</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Is the essay within 4000 words?</td>
<td></td>
</tr>
<tr>
<td>2 Is there a Contents page?</td>
<td></td>
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<tr>
<td>3 Are all pages numbered?</td>
<td></td>
</tr>
<tr>
<td>4 Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?</td>
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</tr>
<tr>
<td>5 Are all necessary terms defined/explained?</td>
<td></td>
</tr>
<tr>
<td>6 Is every reference cited in APA style?</td>
<td></td>
</tr>
<tr>
<td>7 Are your references cited <strong>consistently</strong> and <strong>correctly</strong>?</td>
<td></td>
</tr>
<tr>
<td>8 Does the Reference List include <em>all and only</em> the works of reference you have consulted?</td>
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</tr>
<tr>
<td>9 Does the Bibliography specify <em>author(s), title, and date of publication and publisher</em> for every reference?</td>
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</tr>
<tr>
<td>10 Are the Bibliography sources cited <strong>consistently</strong> and <strong>correctly</strong>?</td>
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<tr>
<td>11 Does the Appendix contain only relevant information?</td>
<td></td>
</tr>
<tr>
<td>12 Are all references to the Appendix clearly <strong>cross-referenced</strong> and <strong>labeled</strong>?</td>
<td></td>
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<tr>
<td>13 Is your research question stated on the title page?</td>
<td></td>
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<tr>
<td>14 Is your research question stated and in bold in the Introduction?</td>
<td></td>
</tr>
<tr>
<td>15 Is your research question restated and in bold in the Conclusion?</td>
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<tr>
<td>16 Does your Conclusion address unresolved questions?</td>
<td></td>
</tr>
<tr>
<td>17 Does your Conclusion address new questions that have emerged?</td>
<td></td>
</tr>
<tr>
<td>18 Are your <em>Introduction</em> and <em>Conclusion</em> titled?</td>
<td></td>
</tr>
<tr>
<td>19 Is your Abstract within 300 words?</td>
<td></td>
</tr>
<tr>
<td>20 Does your Abstract contain the <em>research question</em> (in bold), the <em>scope of the investigation</em> and <em>the conclusion reached</em>?</td>
<td></td>
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</tbody>
</table>
Formatting Your IB Extended Essay

The Final Draft

<table>
<thead>
<tr>
<th>DO ☺</th>
<th>DON’T ☹</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Double space</td>
<td></td>
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<tr>
<td>• Include your last name, page number and candidate number in top right corner of <em>every page of the essay</em></td>
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<td>• 1 inch margin all sides</td>
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<td>• Indent at the start of paragraphs (tab)</td>
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<tr>
<td>• <strong>Bold</strong> your research question in the introduction</td>
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<tr>
<td>• All in-text citations (Larson, 2011) must have a corresponding citation in the Reference List.</td>
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<tr>
<td>• Use italics to denote book titles within the body of the essay (do not underline)</td>
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<tr>
<td>• Use quotations sparingly and succinctly.</td>
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<tr>
<td>• Lengthy quotations (more than 3-4 lines) should be indented and justified one inch rather than placed in quotations</td>
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<tr>
<td>• You may use headings to denote the various parts of the paper but name them purposefully (not Body, Main, etc.)</td>
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<tr>
<td>• Do not right justify</td>
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<tr>
<td>• Do not put quotations in italics or bold font</td>
<td></td>
</tr>
<tr>
<td>• Don’t use BOTH in-text citations and footnotes- this is redundant.</td>
<td></td>
</tr>
<tr>
<td>• Don’t overuse tables and charts such that they break the flow in the paper (append them instead- however note that the IB examiner is not required to read the appendix so use your judgment).</td>
<td></td>
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<tr>
<td>• Do not use photographs or images unless they illustrate a specific point. If used they must be captioned and/or annotated</td>
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<tr>
<td>• Don’t underline your title or put it in quotation marks</td>
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<tr>
<td>• Don’t use a whimsical font- keep it formal (Helvetica, Arial)</td>
<td></td>
</tr>
</tbody>
</table>

Order of Items

• Title Page (main focus of the essay and not necessarily the research question)
• Abstract (300 words... this is written last. Include abstract word count at bottom of page)
• Contents page (all pages of essay included except for the title page, abstract and contents page)
• Introduction
• Body of essay (with section headers if desired)
• Conclusion (EE word count on final page)
• Reference List
• Appendices

The Reference List

DO ☻

• Start on a new page
• Centre title at the top (References, Works Consulted or Works Cited)
• Double space
• Use a hanging indent (inspector>text>tabs> paragraph indent>left) This bumps the second line in.
• Alphabetize by author’s last name or title of work (when author is unknown. For titles skip the words A, An and The to alphabetize)
• When there are two-seven authors, use an ampersand & before the last author (Langston, S., Battye, R. & Clark, R. etc)
• Capitalize only the first word of book titles and articles. Italicize the title and subtitle.
• Cite any photos, maps, graphs at the bottom of the image as well as in the Reference List
• Use the words “Retrieved from” before URLs
• Label the resource medium at the end of the citation. (ie: Print. Web. Personal Interview.)

DON’T 😞
• Separate the sources into categories (ie: books, websites etc.)
• Don’t use bullets or numbering
• Don’t use “Unknown Author”- skip the author and go straight to the title.
• Don’t use ‘ibid’ (this is Chicago style), if several sources are by the same author. Instead use three hyphens --- and then the title of the next work.

Access the NIS APA guides located on the library website at:  

For more obscure citation types consult the “APA Long Version” on the library website or go to the library to browse the print guide: A Pocket Style Manual by Diana Hacker 2012.

http://citationmachine.net/

http://owl.english.purdue.edu/owl/
Appendix 1: APA Basic Guide

<table>
<thead>
<tr>
<th>Source Type</th>
<th>APA Citation Example</th>
<th>Ex:</th>
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<tbody>
<tr>
<td>Book</td>
<td>Last, F. M. (Year Published). Book. City, State Published: Publisher.</td>
<td></td>
</tr>
<tr>
<td>Chapter/Anthology</td>
<td>Last, F. M. (Year Published). Section Title. In F. M. Last (Ed.), Book/Anthology (Edition). City, State Published: Publisher</td>
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<tr>
<td>Magazine</td>
<td>Last, F. M. (Year, Month Day). Article. Magazine, Page(s).</td>
<td></td>
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<tr>
<td>Newspaper</td>
<td>Last, F. M. (Year, Month Day). Article. Newspaper, Pages(s).</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>Last, F. M., &amp; Last, F. M. (Year). Article. Journal Name, Volume, Pages(s).</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td>Last, F. M. (Year, Month Day). Article. Website. Retrieved Month Day, Year, from URL</td>
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<tr>
<td></td>
<td>*Include exact URL when not properly indexed or easy to find. Otherwise, include homepage URL. Include retrieval date if source information may change over time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Include retrieval date if source information may change over time. APA6 explains database names are not necessary, so you may omit this.</td>
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</tbody>
</table>

YOU CAN ALSO AUTOMATICALLY CITE YOUR SOURCES FOR FREE AT WWW.EASYBIB.COM