Exercise walk-through

1.1 Research questions, evidence and academic integrity

International Baccalaureate · IB Diploma · Extended Essay

Academic integrity

- Give a **citation** every time you use someone else's words, ideas, data or images, at the point where you use them.
- Use one **citation** style consistently, and list every source in the **bibliography** .
- Paraphrasing still needs a citation. Changing a few words in someone else's sentence is not your own writing.
- Do not let anyone else, including an AI tool, write the essay for you. If you use an AI tool in your research, follow your school's rules and say how you used it.

Sources for this lesson

- International Baccalaureate, *__Extended Essay__ guide*, and *Academic integrity policy* (2023), including the appendix on artificial intelligence tools.
- A. Fergusson, *When Money Dies: The Nightmare of the Weimar Hyperinflation* (1975).
- G. D. Feldman, *The Great Disorder: Politics, Economics, and Society in the German Inflation, 1914–1924* (1993).
- Treaty of Versailles (28 June 1919), Part VIII, Reparation.

Key terms (2)

- **Primary source**: raw material, such as a document, your own data, a novel or an experiment.
- **Secondary source**: what experts have written about the raw material.
- **Academic integrity**: being honest about where every idea, word, image and piece of data comes from.
- **Viva voce**: the short final interview with your **supervisor** after you hand in the essay.

Exercises 2.1·2.2

2.1 What three properties must a research question have? [3]



2.2 What does “sources evaluated for perspective and provenance” mean? [2]



Exercises 2.1·2.2

2.1 What three properties must a research question have? [3]



2.1 Focused (one bounded case) (1); arguable (two defensible answers) (1); researchable (sources a student can reach) (1).

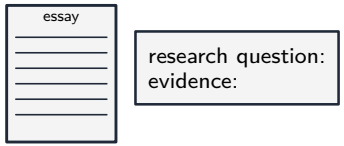
2.2 What does “sources evaluated for perspective and provenance” mean? [2]



2.2 Perspective: who wrote, when, for whom, with what interest (1); provenance: where the source came from and how it reached the essay (1).

Exercises 2.3·2.4

2.3 What is the difference between citing and listing a bibliography? [2]

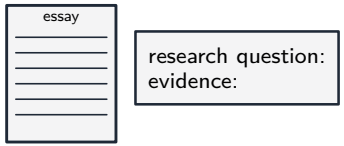


2.4 How many reflection sessions are mandatory, and what does the RPPF assess? [2]



Exercises 2.3·2.4

2.3 What is the difference between citing and listing a bibliography? [2]



2.3 Citing places the source at the point of use, inside the argument (1); the bibliography lists everything cited at the end (1).

2.4 How many reflection sessions are mandatory, and what does the RPPF assess? [2]



2.4 Three sessions (1); engagement: what the researcher learned about research, evidenced by real decisions (1).

Exercises 2.5·3.1

2.5 What does description earn in the extended essay? [1]



3.1 *(Narrowing style.)* Narrow “the treaty’s consequences” to a research question in three moves, naming what each move cuts. [3]



Exercises 2.5·3.1

2.5 What does description earn in the extended essay? [1]



2.5 No words (analysis earns them) (1).

3.1 *(Narrowing style.)* Narrow "the treaty's consequences" to a research question in three moves, naming what each move cuts. [3]



3.1 Move one: from book to field, cutting everything outside the treaty and the German economy (1); move two: from field to contested case, cutting the years without the hyperinflation (1); move three: to the question that names object, angle and scope (the reparations clauses against monetary policy in the 1923 hyperinflation) (1).

Exercise 3.2

3.2 *(Integrity style.)* A draft paraphrases a historian's paragraph closely with no citation. Diagnose, and prescribe the fix. [4]



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3.2 Diagnosis: a close paraphrase without citation is borrowed sentences reshuffled: a breach of integrity and of the author's-voice requirement (2). Fix: cite the historian at the point of use, name the disagreement, and let the essay's own voice carry the comparison (2).

Exercise 3.3

3.3 *(Reflection style.)* The interim reflection reports hours worked and books read. Diagnose, and draft the reflection the form wants. [4]



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3.3 Diagnosis: hours and books report activity, not engagement: the form assesses what was learned about research (2). The reflection wanted: a real decision (the question narrowed when the sources failed), what changed, and the lesson (a question must match reachable sources), in honest words (2).

Local review guidance: (R1) 3.1 names what each move cuts; 3.2 prescribes voice, not just citation; 3.3 writes decisions, not hours. Authored guidance.