Exercise walk-through

1.2
Sources, method and analysis

International Baccalaureate · IB Diploma · Extended Essay

Evidence and the 4,000 words

- **Primary sources** are the raw material: documents, data you collect, a novel, an experiment.
- **Secondary sources** are what experts have written about it. Use them to show the debate, not to copy their answers.
- For each source ask: who made it, when, for whom, and how reliable is it?
- Every paragraph should move the argument forward. Description that does not help answer the question wastes words.

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.

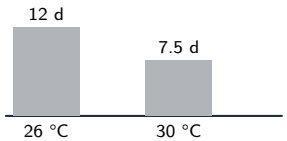
Reflection and the three sessions

- Your written **reflections** should show real thinking about your research: a decision you made, why you made it and what it taught you.
- For example: "The central bank's records were not available in a language I could read, so I narrowed my question to the reparations side and used two historians' work on the bank.
- I learned that a question must fit the sources I can actually use."

Exercises 2.1·2.2

2.1 Distinguish **primary** from **secondary** sources, with an example of each for a history EE. [2]

2.2 In an experiment, mean time fell from 12.0 to 7.5 days. Calculate the percentage change, and explain **one** further step needed before concluding that temperature caused the change. [3]



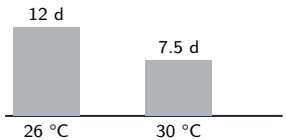
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2.1

primary: from the time or the original evidence, e.g. a 1948 government document or newspaper; secondary: later analysis by scholars, e.g. a historian's book on the airlift

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2.2

$(7.5 - 12.0)/12.0 \times 100 = \mathbf{-37.5}\,\%$; compare the difference with the spread between repeats, e.g. standard deviation or a statistical test; check that other variables, e.g. light and water quality, were controlled

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Exercises 2.3·2.4

2.3 Explain **four** questions a student should ask to judge whether a website source is reliable. [4]

2.4 Rewrite this descriptive sentence as **analysis**: “In the novel, it rains a lot.” Then explain what makes your version analytical. [6]

Exercises 2.3·2.4

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2.3

who wrote it, and with what expertise?; when was it published or updated?; what is its purpose, e.g. to inform or to sell?; does it give evidence and references, and is it checked by others?

2.4 Rewrite this descriptive sentence as **analysis**: "In the novel, it rains a lot." Then explain what makes your version analytical. [6]

2.4

an analytical sentence that links the detail to meaning, e.g. "Rain falls at each of the narrator's losses, so the weather mirrors her grief and prepares the reader for the ending."; explanation: it explains why the detail matters; links to a theme or the research question; could be supported with quotations

Exercises 3.1·3.2

3.1 *(EE planning.)* For your proposed research question, explain your **method** and **sources**, and evaluate **two** limitations of the method. [10]



3.2 Explain why the EE should mostly use **secondary** and **primary** sources rather than **tertiary** ones. [5]

Exercises 3.1·3.2

3.1 *(EE planning.)* For your proposed research question, explain your **method** and **sources**, and evaluate **two** limitations of the method. [10]



3.1

Mark holistically against the EE expectations: [top] focused, well-supported argument, sources and method evaluated, clear structure and precise citation; [middle] mostly focused, some evaluation; [bottom] descriptive, little analysis. Points that may be included: method stated and fits the subject; main sources named and evaluated; how the method will answer the question; limitation 1 explained; limitation 2 explained; how the limitations will be reduced or discussed

3.2 Explain why the EE should mostly use **secondary** and **primary** sources rather than **tertiary** ones. [5]

3.2

tertiary sources summarize others' work; they lack detail and references for deep analysis; primary sources give direct evidence; secondary sources give expert interpretation to evaluate; examiners reward critical use of strong sources