

Exercise walk-through

1.1

Research questions, evidence and academic integrity

International Baccalaureate · IB Diploma · Extended Essay

1. The EE at a glance

The EE at a glance

IB Extended Essay: an independent, self-directed piece of research, finished as a 4000-word essay in a chosen subject, with three mandatory reflection sessions recorded on the RPPF and academic integrity throughout.

Must-know: the research question (focused, arguable, researchable); evidence made to argue with perspective and provenance; citation at the point of use and the author's own voice; reflections naming real decisions.

2. The research question

The research question

Focused (one bounded case, not a field), arguable (two defensible answers, or the essay reports instead of arguing), researchable (sources a student can reach). The question names its object, its angle and its scope.

Worked: three narrowing moves: the treaty's consequences, to the treaty and the German economy, to the reparations clauses against monetary policy in the 1923 hyperinflation: each move cuts scope and sharpens the argument.

4. Integrity

Integrity

Citation at the point of use with a consistent style, the bibliography complete, the argument's voice the author's own. The failures: the paraphrased patchwork, the uncited figure, and the ghost argument.

Worked: the reparations schedule quoted and cited at the point of use; the historians named where they disagree; the dataset's provenance stated; the author's voice carrying the comparison.

Exercises 2.1-2.3

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

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

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

Exercises 2.1·2.3

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).

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).

Exercises 2.4·3.1

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

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 2.4·3.1

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).

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).

Exercises 3.2-3.3

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

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

Exercises 3.2-3.3

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

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).

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

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.