EE Presentation and Structure Guidelines

IB provides the following guidelines to help you format and finalize your EE. Please follow them closely to ensure that you are meeting the criteria.

PRESENTATION

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

The following formatting is required:

- the use of 12-point, readable font
- double spacing
- page numbering
- NO candidate or school name on the title page or page headers.

Word counts

The upper limit is 4,000 words for all extended essays.

Please note: Examiners will not read or assess any material in excess of the word limit. Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count.

Included in the word count

The introduction
The main body
The conclusion
Quotations
Footnotes and/or endnotes that are not references

Not included in the word count

The contents page
Maps, charts, diagrams, annotated illustrations
Tables
Equations, formulas and calculations
Citations/references (whether parenthetical, numbered, footnotes or endnotes)
The bibliography
The Reflections on planning and progress form (RPPF)
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 clearly labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

All material in the EE must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the essay. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and endnotes

If footnotes and endnotes are used for referencing purposes, they will not be included in the word count of the essay. However, if information is contained in a footnote or endnote and is not a reference, this must be included in the word count.

Good advice: In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

As footnotes and endnotes are not an essential part of the extended essay students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemple of a questionnaire or interview questions
- an exemple of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
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- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

**Reliance on external resources**

Irrespective of the subject, the extended essay should be a complete piece of independent research, modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay.

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**STRUCTURE & FORMAT**

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

**Title page**

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

*An important note:*

Please note that name of the student or the school should **not** appear on the title page or on any page headers. This is because the work is assessed anonymously.
The title

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an idea of your research topic. It should **not** be phrased as a research question.

<table>
<thead>
<tr>
<th>Title</th>
<th>Research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative externalities of consumption: Australian policy on cigarette packaging</td>
<td>How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?</td>
</tr>
<tr>
<td>Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation</td>
<td>To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.</td>
</tr>
<tr>
<td>An exploration of evil as a motivating force in drama</td>
<td>How effectively does Christopher Marlowe present his view of evil in <em>Dr Faustus</em>?</td>
</tr>
<tr>
<td>The feasibility of wireless networking in a city-wide context</td>
<td>To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?</td>
</tr>
</tbody>
</table>

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered.

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.
**Body of the essay (research, analysis, discussion and evaluation)**

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Any information that is important to the argument must not be included in appendices or footnotes/endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

**Conclusion**

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

**References and bibliography**

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document *Effective citing and referencing.*
What’s new in EE from 2016

<table>
<thead>
<tr>
<th>Feature</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Reflection is a compulsory element of the EE</td>
<td>The inclusion of reflection recognizes that the process of completing the EE is important in terms of skills development. In the EE, reflection focuses on students’ progress during the research process. It is intended to help students with their planning and completion of the EE, as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed in order to complete the task. It also allows students to engage in a more summative reflection of their achievements and challenges while completing the EE. This will be an assessed aspect of the EE. The RPPF records the three mandatory reflection sessions and allows examiners to gain an insight into students’ thinking throughout the process of undertaking their research and writing. It will allow for the application of criterion E (engagement).</td>
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<tr>
<td>RPPF</td>
<td></td>
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<tr>
<td>Presentation and formatting of the EE</td>
<td>An abstract is not a formal requirement for an EE. While the EE models an academic research paper, it does not mirror it. Writing an abstract is a skill that students can develop at a later stage in their respective studies. All research questions must be posed as a research question</td>
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<tr>
<td>Reference to external sources or supplementary information is not permitted and examiners will not access them</td>
<td>The EE is an entity in itself and any argument made must be in the body of the essay. Supplementary information provided in the form of CDs or DVDs or links to external sources such as YouTube™ clips are not permitted and examiners will not refer to them in their assessment of the essay.</td>
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<tr>
<td>The use of footnotes, endnotes and appendices</td>
<td>These requirements are in place to ensure parity across subjects and to mitigate against students attempting to circumvent the word limit. [More information on the use of footnotes, endnotes and appendices]</td>
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