**Extended Essay Structure**

**1. Title page (1 page)**

**2. Table of contents (1 page)**

* Give meaningful headings and titles!
* Use the conventions of your subject. In some subjects you use more sub-headings than in others. Sub-headings are recommended to structure your content, but they must be meaningful

**3. Abstract (1 paragraph on one page, VWA only)**

* This contains RQ, method, results, evaluation, conclusion in one paragraph.

**4. Introduction (2-3 pages)**

Research Question

* Explain the context of the RQ, only the relevant background information.
* Explain why the RQ is relevant/significant. Not: “It is interesting”.

Method

* Explain how you intend to answer the RQ – This is the method.
* Which method(s) do you choose and why?
* Which method(s) are you not choosing and why? Advantages and disadvantages.
* Not: “I will do internet research to answer the question.” – what do you look for? Why? How? Alternatives? No: “I will compare the two books” – The ink or the paper of the book? Or the content? What? No: “I will look for quotes in the book to support my claim.” Which quotes? How do you select them? Which ones will you not use? SPECIFICS!!!!!
* Not: “I will do an experiment” – which one, how, why, why not another one?

Sources

* Which sources are you going to use? Which ones are you not going to use? How are the sources relevant?
* Even if your EE is mostly experimental, you must use secondary sources. The VWA explicitly requires this as well.

**5. Main Part (depending on how many pictures, diagrams are included, about 8-12 pages)**

Here you have to do the following things:

* Step 1: Present your researched raw data (quotes, interview, experimental data, etc.)
* Step 2: You present this researched data in your own words
* Step 3: Analyze/evaluate/discuss the researched data to answer the RQ. How good is the data/sources? What could be said against your conclusion? What are the advantages/limitations of your conclusion etc. Talk about it.
* Repeat starting step 1 with the next piece of researched data.

**6. Conclusion (1 page)**

* This includes the RQ, the Method, the Results and Evaluation/Discussion/Limitations.
* A clear answer to the RQ needed.
* Not longer than a page.
* Problem: students include new ideas. Everything that is in the conclusion must already have been stated somewhere before.

**7. References (1 pages)**

**8. Appendix (as much as needed, does not count to word count)**

* Include detailed data here (sciences), Transcripts of interviews, Additional Photographs, Questionnaires etc.
* Be careful that you do not include information here, which would better be included in the main part.

**Common problems:**

* Students present their RQ but then do not answer it explicitly. They just summarize general stuff about the topic but forget about the RQ. They think that they do answer it, but they do not. They include a lot of irrelevant stuff, but the important things they leave out. The reader has to find the answer somewhere in the text, but the student does not present the answer(s) to the RQ clearly.
* Students ask the wrong questions and worry about the wrong things: “Can I use sub-headings?” or “Can I use the word ‘I’”? or “Which citing style should I use?”
* Students think that simply presenting researched data/info is enough. They do not talk about it. They do not discuss/evaluate/reflect on this data.
* When doing comparisons (eg of books, characters, ideas, concepts etc), students do not compare directly. They simply treat the ideas separately and forget to do a direct comparison. Eg. they talk 3 pages about idea A and 3 pages about idea B and do a 1-line comparison at the end. This is not going to work.
* Students include too much irrelevant backround information, which does not relate to the RQ. They start researching, are happy to have found some info and start to summarize the info, like they have done in the previous years. But they forget about the RQ. They include totally irrelevant theoretical info and then say that the reader needs to know this in order to understand the EE. This is a (disonest) excuse. In reality they just summarized it because they did not spend time planning at the beginning, because they wasted so much time writing the summary and now feel sorry about having to throw these 5 pages away. Some students feel good about themselves because they are able to present complicated theory so well, but the EE is completely missing own ideas.
* Students register the EE in one subject, but the content is about another subject. Eg. they say that they want to do a literature comparison of books (language A), but then talk about the historic context (History).
* Students forget about analysis/evaluation. These own ideas are the things that you get points for.
* Students go to the other extreme and do not research at all but simply start to write their own opinion about a topic without supporting it with researched evidence. This too results in a major loss of points.
* Students think that showing up on appointments with the teacher and doing that what they were told is enough to get points for “personal engagement” (PSOW form). They do not reflect on the form, but simply list what they have done. These points would have been easy to gain.
* Students think that they do not have to write a “Method” because they are not writing it in the sciences. You need to explain what steps you take to answer the RQ. Even if you write it in a langauge or in arts.
* Students think that they have to use an extremely complicated language. The language must be academic, but it should not be difficult to read.
* Students think that they can write like they speak (opposite problem). Loss of points here as well because you have to use the language of your subject.
* Students wait too long with the draft. They hand in a draft too short before the deadline. 60% of the text is irrelevant (does not answer RQ etc). Not enough time to rewrite. Also good students like to do this, because they (and the teachers) trust too much in their own abilities. Consequence: loss of points.