Extended Essay Guide

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This guide provides an overview of the extended essay (EE) and explains the steps you need to take to successfully complete your essay. It outlines the process of developing your research question and offers guidance on how to finalize and present your work.

You will also be introduced to the role of the extended essay supervisor, who will support and guide you throughout the entire process. Additionally, the guide includes suggested deadlines to help you manage each stage of your essay development.

Please note that this guide does not prescribe what you should research, what data to collect, or the specific content of your essay – these decisions are yours to make. It also does not cover subject-specific criteria for formatting requirements; for these details, please consult your supervisor.

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1. Introduction

An extended essay is a formal piece of academic writing, not exceeding 4000 words, with an emphasis on personal research and critical analysis. It should present ideas in a logical, coherent, and well-structured manner. The essay represents an in-depth investigation of a focused topic within a subject area of your choice. Although students are generally encouraged to write their essay in one of their IB higher level (HL) subjects, it is possible to choose a different subject area if there is a strong personal interest; however, this is not usually recommended.

Essays may not be written in Language ab initio or self-taught courses. Regarding Language A and Language B, your essay must be written in the language course you are enrolled in (e.g., a student taking English B may not write an essay in English A).

The extended essay is a long-term project that begins in year 7 (DP year 1) and concludes at the start of year 8 (DP year 2). It involves multiple stages, including formulating a research question, planning, collecting data, drafting, rewriting, compiling a bibliography, and submitting the final version. Each of these stages must be completed thoroughly and on time. Procrastination will affect the quality of your work and remember that you will still be responsible for your regular coursework during this time.

Submitting the extended essay is a mandatory component of the Diploma Programme. Failure to submit the extended essay results in failing the Diploma Programme, even if you score a 7 in every subject.

You are required to:

- choose a topic that falls within one of the approved extended essay subjects (all subjects taught at our school are included)
- comply with all regulations related to the extended essay
- meet all internal deadlines
- properly acknowledge all sources of information and ideas using an approved academic referencing style

After all, the extended essay is one of the most personal projects of your IB journey. Throughout this process, you are encouraged to further "develop thinking, research, communication, social and self-management skills" and "take ownership of [your] learning by setting challenging goals and pursuing personal inquiries."[1] It is a unique opportunity to explore your own academic interests and yourself as an individual learner.

2. Getting started: Topic, academic writing course & extended essay coordinator

Even before you enter the IB Diploma Programme, you are given the opportunity to conduct initial research on a range of topics over the summer holidays by providing you with subject-specific guides and useful links via Teams at the end of year 6 at SALIS. This early start helps you to make an

[1] *Programme standards and practices*, Lifelong learners 1, p. 14; Lifelong learners 6, p. 15.

informed decision about your extended essay project, including the subject and the topic of your own interest and choice[2] at the beginning of year 7 (DP year 1).

The following figure is taken from the *Extended essay guide*[3] and gives a comprehensive overview of the first steps:

During the first year of the DP, you will have to attend our academic writing course that serves to assist you with your EE project – finding a research question, conducting your research and writing the essay. The course will take place every second week for two hours.

Your academic writing teacher simultaneously acts as the "designa[ted] extended essay coordinator"[4] at SALIS. Your EE coordinator ensures that each student has a supervisor and is informed about the EE guidelines. The EE coordinator also accompanies the EE projects through the academic writing course, communicates the requirements and deadlines of the EE, and offers guidance to both students and supervisors throughout the EE process.

Extended essay coordinators: Michaela Hausmann (haus@bgzaunergasse.at) and Claudia Steininger (stei@bgzaunergasse.at).

3. Choosing a subject and subject supervisor

The topic of the extended essay is the particular area of study within the chosen subject. Before any work can be started on the topic of the essay, you must choose a subject. The subject is chosen from the list of subjects offered by the IB. Many of these subjects, but not all, are taught at SALIS. It may be possible to choose a subject that is **not** taught at SALIS, but only if there is a supervisor who is able to act as a guide in that subject. **It is highly recommended that you choose one of your selected IB subjects, ideally at higher level.** You should consider how the criteria will be applied in the specific subject areas to help you decide your choice of subject. These subject specific assessment guidelines are available from subject teachers, the EE coordinator, and the files of the academic writing course on Teams.

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[2] *Programme standards and practices*, Approaches to assessment 4, p. 18.
[3] *Extended essay guide*, p. 84.
[4] *Programme standards and practices*, Approaches to assessment, Leadership 5, p. 7.

The subject groups are as follows:

Group 1 – Studies in Language and Literature
Group 2 – Acquired Languages
Group 3 – Individuals & Societies
Group 4 – Natural Sciences
Group 5 – Mathematics
Group 6—The Arts

At the same time as choosing a subject, you must also make a choice of supervisor. The supervisor is someone who has knowledge about the extended essay in your choice of subject area. They may not necessarily be a teacher of that subject. Your supervisor will guide you through the process of developing the research question, planning the essay, keeping you to the timescale and helping you to meet the criteria. Your supervisor is there as a guide, not an assessor, nor someone who will write the essay for you. Your supervisor can offer guidance as to how well you are meeting the assessment criteria, but he or she **cannot give you a mark.** However, each supervisor will have three compulsory reflection sessions with you and provide the IB with a **predicted grade** based on your ability to meet the criteria.

Recommended approach to find a supervisor: At the beginning of the extended essay process, you should approach suitable teachers who could act as your supervisor and pitch your general project idea to them. Once the teacher in question agrees to act as your supervisor, you both sign the contract form (see appendix A: SALIS FORM EE/1) which you subsequently submit to the EE coordinator in the first week after the autumn break in DP year 1. Should you have trouble finding a supervisor, please consult the EE coordinator.

Throughout the extended essay process, you will receive regular guidance and support from your supervisor. This includes a total of approximately **six meetings**, designed to help you stay on track, make informed decisions, and reflect meaningfully on your progress.

Of these meetings, **three are mandatory reflection sessions**: the initial, interim, and final reflection (viva voce). In addition, there will be further **check-in meetings** during which you can ask questions and clarify expectations, receive feedback on your progress, discuss challenges and revise your approach if needed[5].

Your supervisor will also ensure that you have access to:

- the full IB *Extended essay guide* including a section for subject-specific guidance
- school-specific deadlines and guidance materials
- high-scoring EE samples (see the “Extended Essay Archive” on Teams)

All scheduled meetings with your supervisor are a vital part of the extended essay process and should be approached with preparation and active engagement. The entire process is carefully structured to support your success, incorporating between **three and five hours of supervision**, which includes the three mandatory reflection sessions as well as additional check-ins. Since

[5] *Programme standards and practices*, Lifelong learners 6.2, p. 15.

supervision time is limited, and the extended essay is designed to be an independent, student-led project, it is crucial to choose a supervisor with whom you can communicate and collaborate effectively.

The following figure is taken from the *Extended essay guide*[6] and provides an overview of the expectations of students and supervisors.

Expectations of students and supervisors

With all the steps mentioned above, SALIS "provides supervision to support the extended essay core component."[7]

4. Developing a research question

Work with your supervisor to refine your topic within the subject area—one that you are truly interested in, and which is both interesting and challenging. It needs to be limited in scope, while also allowing you the opportunity to study the topic in-depth. A topic that is broad is unlikely to result in a successful extended essay. Similarly, a topic which requires no personal research, but is generally descriptive or narrative in approach is also unlikely to result in a successful essay.

You must understand the research and writing processes well enough to know that the essay is not just a collection of someone else's ideas that you are paraphrasing. An essay that is merely an amalgamation of ideas from many secondary sources is at best a report, but it is not a piece of personal research developed to address a question of your own devising.

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[6] *Extended essay guide*, p. 83.
[7] *Programme standards and practices,* Leadership 5, p. 7.

Once you have chosen a topic, you should narrow the focus of the research further and formulate a **specific research question (RQ).** Once you establish your RQ, you will be able to maintain the purpose and orientation of the essay and come up with an appropriate title for the work. A hypothesis is also suitable as a title. It is the responsibility of your supervisor to guide you in formulating this, but it is your research question, not theirs.

A good research question should:

- be clearly focused and specific
- remain flexible – it is okay to adjust it if your research leads you in a new direction or if you find that resources are too limited (students completing the Austrian *Abschließende Arbeit* (ABA) should not that, while the **broad topic/ title cannot be changed once approved**, the specific research question may still be refined)
- encourage in-depth investigation, using the key knowledge, concepts, theories, or methods from your chosen IB subject(s)
- promote critical thinking and argumentation through analysis, evaluation, and synthesis—not just description or personal opinions.

Adjusting your research question is an important part of the extended essay process, as your ideas develop and your understanding deepens. Keeping a consistent and thoughtful record in a research journal, for example, will help you track this development and provide valuable insights for your final reflective statement, which is submitted for assessment with your essay.

For detailed guidance on how to shape a strong research question and for examples of research questions and approaches in your specific subject, please have a look at the "Developing a research question"[8] and "Subject-specific guidance"[9] sections of the *Extended essay guide*.

5. The research and writing process

Due to the variety of subjects and topics that students will choose, there will be different approaches to conducting the research that is required. These notes do not give detailed advice on the methods and skills needed for the personal research required by your extended essay; however, they do suggest a general systematic plan that can be used to generate the ideas and gather the data to be used to develop a good answer to a specified research question.

The following diagram[10], suggested by the *Extended essay guide* 2025, provides a model for the process of conducting the research and writing the extended essay.

[8] *Extended essay guide*, p. 35.
[9] *Extended essay guide*, pp. 43-80.
[10] *Extended essay guide*, p. 37.

Finding suitable sources:

For your first exploration of potential research topics and questions, you have probably carried out some preliminary research already. You may have looked online, come across an interesting problem in class, or you may have encountered a relevant issue in your everyday life. While sources you have at home or the internet are useful for an initial overview, the actual research needs to include academic sources to give your project a firm grounding in your subject's frameworks and to ensure your project meets the standards of academic integrity.

A very good starting point for your research is our school library! Not only does it house a fair number of publications from various disciplines, but it is also a good space to study and work on your extended essay and other projects throughout your Diploma Programme. While the internet offers infinite possibilities to search for materials, it is hard to find freely accessible academic sources just by causal browsing. Here are a few websites that serve as useful databases for academic papers and reviews:

- www.jstor.com (some freely accessible sources, but many sources require a subscription)
- www.scholar.google.com
- PubMed
- National Library of Medicine - National Institutes of Health

Another good resource that we recommend exploring at any stage of your research process is this AI tool: Consensus: AI-powered Academic Search Engine

In your academic writing course, you will also become a registered member of Salzburg University Library and get an introduction tour. Salzburg University Library is an ideal place for your research as it holds primarily academic sources, and you can access many electronic sources via the library catalogue: https://ubsearch.sbg.ac.at/primo-explore/search?vid=USB&lang=en_US

In addition to this, you have full access to JSTOR, the OED, and other important databases from which you can download relevant publications (bring a USB stick though!!!).

Last but not least, it also offers a quiet and spacious work environment with fewer distractions.

Both the school library and Salzburg University Library are wonderful local resource[11] centres with very competent staff who can help you with your questions or subject-related publications.

Compiling and organising information:

Once you have found suitable sources, you need to extract, compile, and organise the information so that you can easily access it during the writing process. For this purpose, we recommend one of the following tools:

A) mybib: 🕮 MyBib – A New FREE APA, Harvard, & MLA Citation Generator (free account options)

B) Notion: The AI workspace that works for you. | Notion (free account options)

C) Zotero: Zotero | Your personal research assistant (downloadable freeware)

All three tools allow you to create a list of references with all the relevant bibliographical data. Most importantly, however, it enables you to note down citations for each reference so that you always know from which source you have taken a particular quote. Zotero even has a tag function which groups relevant quotes from different sources in one category. Due to this function, it is a popular tool used by university students as well.

Most of these tools produce correct bibliography in the referencing style you select for your extended essay. However, if you need help with unusual sources (e.g., interviews, artworks), the Purdue Online Writing Lab (short: Purdue OWL) is an excellent resource to help you with in-text citation formatting and works cited list compilation: Purdue OWL® - Purdue OWL® - Purdue University

Writing strategies:

There are as many writing strategies and routines as there are people. Nevertheless, a few of the following approaches may prove beneficial for your own writing process, especially if you struggle with procrastination and anxiety:

- keep your research notes organised
- establish routines, e.g., five sentences per day; one paragraph per week; one chapter before you go on holiday
- form writing groups or pairs: hold yourself and others accountable; read each other's texts and give feedback
- read academic literature and create word lists with academic vocabulary and phrases (use a thesaurus or AI tool to help you with the register)
- make sure you reserve time for the editing stage

[11] *Programme standards and practices*, Leadership 5, p. 7.

- check that each chapter (and each paragraph) is a valuable contribution to your answer to the research question

6. How you will be assessed

Your extended essay and the reflective statement you submit on the official "Reflection and progress form" (see appendix C: EE/RPF) are assessed by IB examiners, **not** your supervisor. Although your supervisor is required to submit a predicted grade based on the extended essay grade descriptors[12] (see appendix F), the final mark is determined solely by the IB examiner using a "best-fit" approach. This approach means that your work is evaluated based on the markband descriptors that best fit your performance. In other words, examiners look at all aspects of your essay and assign a grade that most fairly reflects your overall achievement. It is not necessary to meet every single criterion in a level descriptor to earn that mark. This system ensures that your strengths are recognized and reflected in your final grade.

Assessment criteria and markbands:[13]

The assessment of the extended essay is divided into five criteria, each focusing on a different aspect of your work. These criteria evaluate the following:

- **Criterion A (Framework for the essay)**: *How clear and focused the research question is, how suitable and well-applied the research methods are, and how well the essay's structure supports communication.*
- **Criterion B (Knowledge and understanding):** *How relevant and thorough the knowledge is, and how accurately key terminology and concepts are used to show understanding.*
- **Criterion C (Analysis and line of argument):** *How effectively the essay analyses information and develops a clear, consistent argument linking question, findings, and conclusion.*
- **Criterion D (Discussion and evaluation):** *How well the findings are discussed with evidence, and how thoughtfully the essay evaluates its own strengths and limitations.*
- **Criterion E (Reflection):** *How well you reflect on your learning experience, showing evidence of personal growth and the ability to apply what you have learned beyond the essay.*

Each criterion has specific marks allocated, with **a total of 30 marks** available. Importantly, examiners interpret these criteria according to the subject area of your essay to ensure fair and relevant evaluation. To understand the expectations for your subject, it is essential to consult your supervisor, who has access to subject-specific guidelines and material.

An assessment checklist (see appendix E) aligned with the assessment criteria below is available for self-assessment and supervisor feedback, helping you track your progress and prepare for final evaluation. It is also accessible on our EE Teams group.

EE Rubric:

CRITERION A:	MARKS

[12] *Extended essay guide*, pp. 115-117.
[13] *Extended essay guide*, pp. 112-115.

Framework for the essay	1-2 marks	3-4 marks	5-6 marks
Research question	A research question is stated but it lacks relevance to the topic of investigation, clarity or focus.	The research question is relevant to the topic of their investigation and clear but only partially focused in relation to the scope of the essay.	The research question is relevant to the topic of investigation, clear and focused in relation to the scope of the essay.
Research methods	Research methods are used, but these are mostly unsuitable for the research question.	Research methods that are mostly suitable for the research question are explained and applied with partial effectiveness.	Research methods that are suitable for the research question are explained and applied effectively.
Structure	Structural conventions are present in the essay, but these do not support communication of the research.	Structural conventions used in the essay support some aspects of the communication of the research.	Structural conventions used in the essay effectively support communication of the research.

CRITERION B: **Knowledge and understanding**	**MARKS**		
	1-2 marks	**3-4 marks**	**5-6 marks**
Knowledge	Research materials are used to establish knowledge of the subject matter but these materials lack relevance.	Relevant research materials are used to establish some knowledge of the subject matter.	Comprehensive, relevant research materials are used to establish knowledge of the subject matter.
Understanding – Terminology	Terminology is used but it lacks accuracy or is very limited.	Some relevant terminology is used accurately to demonstrate understanding of the subject matter.	Relevant terminology is used accurately and consistently to demonstrate understanding of the subject matter.
Understanding – Concepts	Concepts are identified but these are not relevant or are explained superficially.	Some relevant concepts are explained and used with partial effectiveness to demonstrate understanding of the subject matter.	Relevant concepts are explained and used effectively to demonstrate understanding of the subject matter.

CRITERION C: **Analysis and line of argument**	**MARKS**		
	1-2 marks	**3-4 marks**	**5-6 marks**
Analysis	The essay is descriptive rather than analytical.	The essay includes analysis that is partially effective and produces some relevant findings.	Analysis in the essay is effective and consistently produces relevant findings.
Line of argument	A partial line of argument is present.	A partially consistent line of argument links the	A clear, sustained line of

		research question, research findings and conclusions.	argument links the research question, research findings and conclusions.

CRITERION D: **Discussion and evaluation**	**MARKS**			
	1-2 marks	**3-4 marks**	**5-6 marks**	**7-8 marks**
Discussion	The significance of the findings is described, but there is no reference to supporting evidence.	A partially balanced discussion of the significance of the findings is sometimes supported by appropriate evidence.	A balanced discussion of the significance of the findings is often supported by appropriate evidence.	A balanced discussion of the significance of the findings is fully supported by appropriate evidence.
Evaluation	A partial evaluation of the effectiveness of the essay is present, but strengths and limitations are not stated.	An evaluation of the effectiveness of the essay is present, with some strengths and limitations stated.	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations described.	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations explained.

CRITERION E: **Reflection**	**MARKS**			
	1 mark	**2 marks**	**3 marks**	**4 marks**
Evaluative	Reflection on the extended essay learning experience is descriptive	Reflection on the extended essay learning experience is descriptive and includes some specific examples.	Reflection on the extended essay learning experience is partially evaluative and includes specific examples.	Reflection on the extended essay learning experience is consistently evaluative and includes specific examples.
Growth	Reflection on the student's growth is limited to a description of the process and there is no evidence of transfer of learning.	Reflection sometimes shows evidence of the student's growth and transfer of learning.	Reflection often shows evidence of the student's growth and transfer of learning.	Reflection consistently shows evidence of the student's growth and transfer of learning.

NOTE: If the work does not reach a standard outlined by the performance level descriptors mentioned above, 0 marks will be awarded for the respective criterion.

How does the extended essay grade affect your IB Diploma?

Your extended essay grade is combined with your Theory of knowledge (TOK) grade to determine how many points you earn towards your IB Diploma. The combined EE and TOK score can contribute up to 3 additional points to your overall diploma total.

The table[14] below shows how your TOK and EE grades interact to calculate these points, where 3 is the maximum number of the points awarded, and 0 is the minimum. To be eligible for the IB Diploma, you must earn at least 24 points in total from your subject and receive passing grades in both the EE and TOK components. The maximum overall diploma score is 45 points.

For example, if you earn an A on your EE and a B on your TOK, you will receive 3 points toward your diploma. However, if you receive an **E** in either the EE or TOK, **you will not be eligible for the IB Diploma, regardless of your other scores.**

Points awarded for TOK and the extended essay

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

7. The reflection process

One way of supporting your efforts during the research process is to create a Researcher's Reflection Space (RRS). Your RRS is your very own personal learning environment that can be either a physical or virtual support tool - like a research or process journal. It could also be integrated in Notion or Zotero. You use it to record reflections on what you are reading, writing and thinking. The use of the RRS will help you prepare for your reflection sessions with your supervisor and inform the discussions that take place.

In preparing for your reflection sessions, you could use your RRS to:

- record your reflections
- respond to items that have come up in your research, such as photos, newspaper clippings, twitter feeds, blogs, articles, and so on
- respond to prompts and questions that may arise in your subject area, TOK class or other aspects of the Diploma Programme
- create jot lists, mind maps, webs, double-entry notes, or annotations…
- record emerging questions

[14] *Extended essay guide*, p. 14.

Having a RRS will provide you benefits in terms of the management of your workload and focus on your extended essay. You will have the opportunity to review sample RRS entries and documents before your work on the EE begins.

The IB learner profile encourages us to consider what it truly means to be a reflective person. Accordingly, reflection is a mandatory part of both your EE process and presentation.

Reflection sessions:

It is important to understand the difference between **informal check-ins** and the **three mandatory formal reflection sessions** in your extended essay journey. Check-ins are informal meetings with your supervisor, which can be short or longer depending on your needs. These might be quick chats about your timeline, clarifying feedback, or discussing access to resources. While these check-ins are very helpful and encouraged, they do not count as part of the formal reflection process and do not need to be recorded on your **Reflection Process Form (RPF)** (see appendix C & files on Teams). The formal reflection process includes three mandatory sessions with your supervisor that you must record on the RPF. Each session usually lasts about 20 to 30 minutes, so it is important to come prepared and share parts of your Researcher's Reflection Space (RRS). During these sessions, you will talk about your progress, any challenges you are facing, and set clear goals for what to do next. These reflections will help guide your research and keep you on track. If you are also completing the ABA, make sure to record all meetings with your supervisor in your *Begleitprotokoll* (see Begleitprotokoll als MS-Word-Datei in our ABA files on Teams).

The **first formal reflection** session happens in October of your first year of the Diploma Programme (DP year 1). In this session, you will discuss your initial ideas and how you plan to carry out your research. The second session, called the **interim reflection**, takes place in June of the same year, after you have completed a significant portion of your research. Here, you will talk about what you have done, any problems you have encountered, and possible solutions. The **final reflection session**, called the ***viva voce***, takes place between December and January of DP year 2 after you have completed and submitted your extended essay. This 20 to 30-minute interview gives you the opportunity to talk about your research process, the challenges you encountered, and the key insights you gained throughout the project. It also allows you to show your personal engagement with the topic and to confirm that the work is authentically your own. Ultimately, the *viva voce* is a celebration of the effort and learning you invested in your extended essay.

After the *viva voce*, you will write a **reflective statement** of no more than 500 words to include on the RPF (see appendix C). To write an effective reflective statement, please consult the section "The reflective statement"[15] in the EE guide to get some good advice and/or ask your supervisor for subject-specific advice on how to write a good reflective statement.

The RPF form, including your reflective statement, must be submitted together with your completed extended essay. Your reflective statement is assessed under Criterion E, which looks at how well you have engaged with the reflection process. If the RPF is missing or the reflective

[15] *Extended essay guide*, p. 100.

statement is written in a different language than your essay, you will receive zero marks for this criterion.

In total, you should expect to spend between **three** and **five hours** in meetings with your supervisor, including the three formal reflection sessions. These reflections are a key part of the extended essay process, helping you develop your research skills and reflect meaningfully on your learning.

Preparing for reflection sessions:

To help you get the most out of each formal reflection session, the IB has outlined useful guidance on how to prepare, what to think about, and what your supervisor will support you with at each stage. The tables from the EE guide break down the expectations for the first, interim, and final reflection sessions, so you know exactly what to bring, consider, and discuss. These tables can be found in appendix D.

8. Required elements of the extended essay – Overall structure

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected. Once you have collected your data, organised and analysed it, the IB suggests that the majority of the essays are likely to follow a structure or format similar to that described in the next few paragraphs.

There are six required elements of the final work to be submitted:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- Reference list or bibliography

Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Title page: The title page should include only the following information (see template in appendix B):

- 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

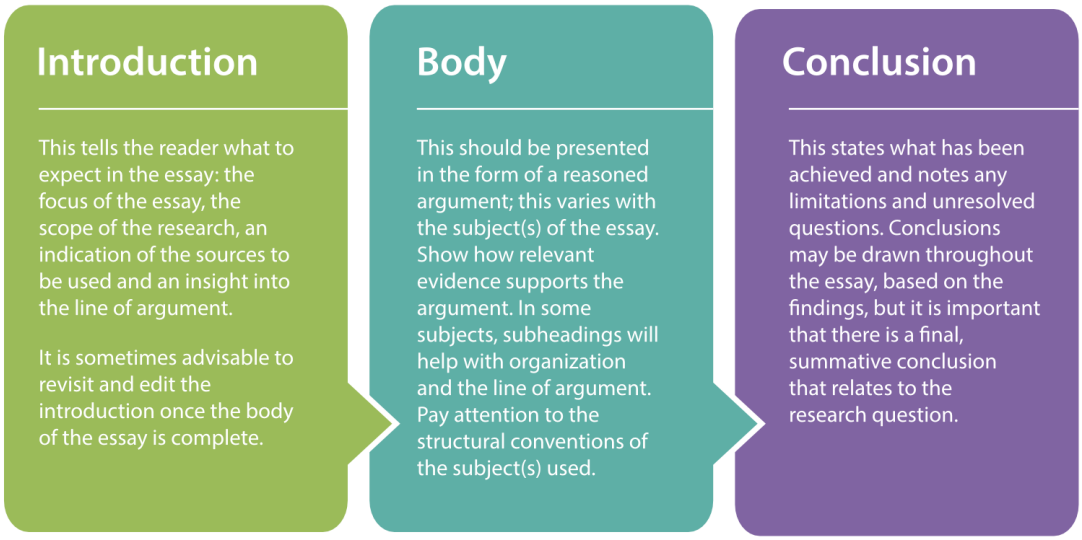
NOTE: The name of the student or the school should **not** appear on the title page or on any page headers. This is because the work is assessed anonymously.

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

Contents page: A contents page must be provided at the beginning of the extended essay, and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

The following figure[16] includes the usual elements found in the introduction, the body and the conclusion.

Elements of the introduction, body and conclusion



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.

The introduction should include:

- an indication of why the topic is interesting to you, important and worthy of study
- some background information and the context of the topic
- an indication that the topic has been narrowed from a broader context
- a clear and precisely stated research question
- a response to the research question that will be then fully developed in the body of the essay

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

[16] *Extended essay guide*, p. 89.

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 you to keep on track). In structuring your extended essay, you must take into consideration the expected conventions of the subject in which your extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

The body paragraphs should include:

- a systematic development of a convincing answer to the research question
- a structure and approach consistent with the conventions of the subject being studied
- your critical analysis of the data and subject matter being researched

You are advised to organize the essay into three or four separate sections that can be worked on independently but integrated into a whole at the final stages of writing.

NOTE: 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, 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.

The conclusion requires that:

- it is clearly stated and identified
- it is relevant to the research question being investigated
- it is well-supported by the evidence presented in the body of the essay
- it does not introduce new evidence
- it identifies issues, unresolved questions and new questions that have emerged from the research

Reference or Works Cited list: 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*.

Writing the essay takes time but if students have used their Researcher's Reflection Space and reflection sessions in a meaningful way, they should be well prepared to develop their arguments.

9. Editing, polishing and presentation

The extended essay should be written in a clear, correct and formal style appropriate to the subject from which your topic is taken. At SALIS we use the **MLA** for EEs written in the humanities and the **APA format for EEs in the science subjects**. You will get introduced to them in your academic writing course, but you can also learn about them in the IBO guide to *Effective citing and referencing*. However, your supervisor will be able to advise you on the most appropriate one to use for your essay. It is most important that you are consistent throughout your work; pick a style and apply it in the same way every time.

In order to make your extended essay look like an adequate piece of academic writing, you must follow certain rules:

- use a font suitable for on-screen reading (e.g., Calibri or Arial) and font size 12
- 1,5 line spacing
- number your pages (beginning with the first page following your contents page)
- do not put your name or school name on the title page or headers
- use consistent spacing after headings and at the end of chapters or chapter sections
- Label any illustrations/maps/charts/diagrams. It is useful to number them (Figure 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 etc) so that you can easily refer to them in your discussion.
- in-text references in parentheses () are preferred; you may use footnotes or endnotes for referencing and additional information when it is appropriate; double-check with your supervisor
- You must add a References (APA guide) or Works Cited (MLA guide) list at the end of your EE, which should include all the sources you have used in your EE; it should be organised alphabetically and formatted according to the MLA or APA formatting guidelines. Under no circumstances should the References/Works Cited List contain sources that do not appear in your actual text or vice versa!
- Examiners will not read any appendices, so make sure that any essential information contained in them is included in the main body of the essay.

The length of the essay must not exceed 4000 words; an examiner is not required to read or mark beyond this limit, and you will lose marks if your essay exceeds this limit.

The following table is included in the "Overall structure"[17] section of the Extended essay guide:

Included in the word count	**Not included in the word count**
The introduction	The contents page
The main body	Headers
The conclusion	Maps, charts, diagrams, annotated illustrations
Quotations	Tables
Footnotes and/ or endnotes	Equations, formulas and calculations

[17] *Extended essay guide*, p. 87.

There are some special requirements for essays written in languages that use special characters, e.g. Japanese (1 word is approximately 2 characters), science equations, computer source code; ask your supervisor if this applies to your essay.

The language of the extended essay - The extended essay should be written in English, as this is the language of instruction at SALIS. An exception to this will be made when you are writing an extended essay in a Group 1 or Group 2 language and that language is not English and is taught at SALIS. For students at SALIS, this means you could write your essay in French or German or English.

Editing workshop before the final submission:

Before you submit the final version of your EE, there will be a workshop in school where you can polish and edit your essay. Various IB subject teachers will be present to help with subject-specific questions and final formatting issues.

Your final version should feature a title page, for which you can find a template in the appendix.

10. Academic integrity

You, the student, are ultimately responsible for ensuring that your extended essay is authentic, with the work or ideas of others fully and correctly acknowledged. Additionally, it is the responsibility of your supervisor to confirm that, to the best of their knowledge, the version of the extended essay submitted for assessment is your authentic work.

Both plagiarism and collusion are forms of malpractice that incur a penalty. According to the IBO's Academic integrity policy, collusion and plagiarism may result in you receiving zero marks for the component. Since the extended essay is a core component, this means that you would not get an IB Diploma. Here is an example of a previous case of plagiarism and how the IBO handled it[18]:

Diploma Programme		
Subject	**Example**	**Outcome**
Extended essay (EE)	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an "N", was awarded for the EE.

Please also note that the same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma or an additional certificate.

[18] *Academic integrity policy*, p. 31; the graphic with the precedent is taken from the same document, p. 38.

You are required to submit an electronic version of your essay to your supervisor in September (first draft) and by 30 November (final version)! **This final version of your essay will be forwarded to an external website where its content will be checked for plagiarism and incorrect referencing. Should your supervisor have any doubts regarding the academic integrity of your EE document, they will refuse to upload it, which will result in you failing your diploma!**

Citations, references and the bibliography:

In order to avoid plagiarism and show academic integrity, citations must be used to acknowledge the work of others. Anything which is not entirely your own work (whether it be an idea, a quote, an image, a video, or a statistic) should be credited to its creator, even if you are paraphrasing. Failing to do this is plagiarism and will be viewed by the IBO as academic misconduct, so if you are unsure, it is better to cite. Citations can either be embedded in the text or included as footnotes. References give full details of all sources cited in your essay, so that a reader can easily locate them and read them for themselves. They should be included in an alphabetical list at the end of your essay called References or Works Cites.

Be careful to only include sources you have actually cited in the text: if you read a book but did not cite it, do not include it.

The direct or paraphrased use of the words of another person, written, oral or electronic, must be acknowledged appropriately, as must visual material used in the essay that has been derived from another source. While certain facts require no citation (e.g., the fact that World War II lasted from 1939-1945 or that *Frankenstein* was written by Mary Shelley), it may sometimes be difficult to differentiate between common knowledge and information you need to cite. For your EE and any future academic work, it is therefore best to follow the IBO's guiding principle in this matter: "If there is any doubt whether the source material is common knowledge, a citation should be given."[19]

In your academic writing course, you will be introduced to different types of quotes and different referencing system. In addition, the IBO's *Effective Citing and Referencing* guide and the Purdue OWL® - Purdue OWL® - Purdue University website provide good overviews and information about special use cases.

We must again emphasise if you do not meet this requirement your work will be viewed as plagiarism and will therefore be dealt with as a case of malpractice. This means you will not be awarded your diploma.

Use of AI:

With the launch of Open AI's ChatGPT and similar AI tools, writing has become easier in some ways, but it has also made the line between your own work and other people's work blurrier. The IBO has consequently set up guidelines about how you can safely use AI tools to optimise your extended essay.

[19] *Effective citing and referencing*, p. 5.

In general, you can and should AI tools for your research question, for preliminary drafts and to check your language use. However, it is of paramount importance to note

> [...] that the IB does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.[20]

The poster "The IB and Artificial Intelligence (AI) Tools" delineates what in-text citations and references to AI tools in the References or Works Cited List should look like:

> The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: "the development of the tools and variables required for……" (text taken/paraphrased from ChatGPT, 2023).
>
> The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.[21]

Your supervisor knows you very well and will usually be able to tell if you have produced the work in question yourself. Handing in and discussing drafts or individual sections of your extended essay throughout your Diploma Programme with your supervisor helps to confirm that you "develop the work over a period of time—IB coursework is not designed to be completed in a single evening."[22] On the other hand, handing in a polished essay without any prior feedback from your supervisor is bound to raise questions.

Another popular of using AI tools is to improve one's language use, especially in terms of vocabulary and grammar. Since the language use is rarely a decisive factor in the IBO's assessment of coursework, "there is limited benefit in using such tools." However, there are subjects (especially the Group 2 subjects) in which language use is assessed. In this case, you must not use AI tools to improve your language or cite the passages in question. In summary, "[t]he IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed."[23]

12. General time plan and deadlines

While we need to make sure that you keep to certain deadlines and submit your EE in time[24], the following time plan is designed to help you with the time management of your EE project. Throughout these steps outlined below, you will receive continuous support through your supervisor and EE coordinator and have multiple opportunities to "reflect on the growth and demonstration of [your] IB learner profile attributes"[25] during your EE and ABA journey.

---

[20] *Academic integrity policy*, p. 54.
[21] "The IB and Artificial Intelligence Tools." Poster Section "How do students correctly reference AI tools?".
[22] *Academic integrity policy*, p. 54.
[23] *Academic integrity policy*, p. 55.
[24] *Programme standards and practices*, Approaches to assessment 4, p. 18.
[25] *Programme standards and practices*, Lifelong learners 2, p. 15.

Form of activity	Steps	Deadline
FIND A TOPIC / RESEARCH	Choose an available Diploma Programme subject and topic. Find a teacher who can advise you.	until the autumn break, DPY 1
	Submission of the **SALIS FORM EE/1** with a preliminary research question and title. Matura students: Begin writing the *Begleitprotokoll* for the ABA.	First week after the autumn break, DPY 1
	Find first data and resources. Become familiar with the resources at Salzburg University Library	Before Christmas, DPY 1
	Meet with your supervisor and take notes for your final reflection (**EE/RPF FORM**)	before Christmas, DPY 1
	Annotate your sources, plan your experiments, collect secondary source material! Finish your preliminary research.	By the end of the winter semester (DPY 1)
RESEARCH / PLANNING	ABA: get your access to the database (ABA Portal) Upload your proposal with a broad title (as this cannot be changed), research question, outline, motivation, first sources, and your "Rechtliche Erklärung". Then await acceptance.	End of February, DPY 1 School-internal deadline: 1 March!!!
	Meet with your EE supervisor to discuss a potential outline, the subsequent steps, and a schedule for further work until and over the summer break	April, DPY 1
	Finish final research. Create a more detailed outline. Review your notes and sources!	End of May, DPY 1
WRITING	Start writing (first chapter draft)	By June, DPY 1
	Meet with your supervisor (= second formal reflection meeting); finalise the writing plan for the summer break	End of June, DPY 1
	Write as much as possible over the summer break and take notes for your reflection	Summer break
	Hand in first draft on TEAMS (assignment). Wait for feedback!	First week of the new school year, DPY 2
EDITING / FORMATTING	Meet with your supervisor to discuss their feedback, then rewrite, edit, and format your EE	October & November, DPY 2
	Submit final version.	30 November, DPY 2
REFLECTING / PRESENTING	Viva Voces Complete your reflection (EE Reflection Form)	December, DPY 2 (Matura students)

		January, DPY 2 (everyone else)
	Submit all forms and documents (EE and EE Reflection Form)	31 January, DPY 2
	Submit your ABA	Friday after the term break, DPY 2
	ABA presentations	March/April, DPY 2

13. Computer Use Reminders

1. Keep copies of your essay in different locations, e.g. home and school but always know which is the most up-to-date version. (Save to both locations at the same time if you can.)
2. If you are using a school computer, make sure you log off after use.
3. Keep paper copies in case your electronic copies are lost. You can always retype if necessary.
4. Take care downloading or copying material from the internet. Use a good virus scanner.
5. If you are scanning images, resize them before you put them into a Word document as this will keep the document size smaller. There is no need to scan at a resolution above 600 dpi as you will not notice the difference.
6. Keep copies of your scanned images separate.
7. Save your work frequently - at least every 10 minutes.
8. Blaming a computer on whatever grounds; virus, ran out of ink, hard disk crashed, etc; is **not a valid reason** for not completing your extended essay on time or for not meeting other deadlines.

15. General Checklist

Use this list[26] to confirm to yourself that you have met all of the requirements.

		Tick when completed
1.	Is it clear that you have responded to your research question with thorough analysis, discussion and evaluation?	☐
2.	Are you satisfied that your line of argument is clear to the reader?	☐
3.	Are you satisfied that your extended essay aligns with the principles and practices of academic integrity?	☐
4.	Have you chosen a font suitable for on-screen reading?	☐
5.	Do the font size and line spacing facilitate on-screen reading?	☐
6.	Does your title page include the following? Your candidate code; Your research question; The DP subject(s); The interdisciplinary framework (if applicable); The word count	☐
7.	Have you prepared an accurate table of contents, with page numbers that match the page numbers in the text of your essay?	☐
8.	Are all diagrams, tables and images appropriately numbered and labelled?	☐
9.	Does the essay have no more than 4,000 words?	☐
10.	Have you proofread the text for spelling and grammar errors?	☐
11.	Have you checked that any material presented in the appendices is relevant and necessary?	☐
12.	Is your RPF complete and ready for submission? Is it no more than 500 words long and written in the same language as the essay?	☐

[26] List items taken from *Extended essay support material*, p. 50.

16. From EE to ABA

At BG Zaunergasse, the EE also fulfills the requirements of the *Abschließende Arbeit* (ABA) for the Austrian Matura. This means that all students must ensure their EE meets both IB and national guidelines. To do so, it is essential to follow the instructions on the official ABA platform (www.ahs-aba.at/schueler) and adhere to the internal deadlines set by the school.

As mentioned in our internal time plan, students will receive access to the ABA Portal at the end of February. Once access is granted, you must register your work on the portal under the tab "*Meine Arbeit*" by clicking "*Ein Thema einreichen*".

You will need to:

- Select the school year in which you will sit your final Matura exams.
- Choose your supervisor (*Betreuer/in*) from the list provided. If your supervisor does not appear, contact your *Klassenvorstand*.
- Select the type of paper you are writing (*Art der Arbeit*).
- Submit a broad title (please note that this **title cannot be changed later**), your research question, a brief outline, your motivation for choosing the topic, and a list of initial sources**.**

A step-by-step guide for submitting your topic on the ABA Portal can also be found on the ABA website. Once your topic is submitted, it must be approved before you continue working on your final version.

Before submitting your ABA in the **first week after the term break in DP year 2**, please check carefully whether it meets all necessary requirements of the ABA.

- Use the ABA-Vorlage BGZ for your **ABA title page**, which includes the required **abstract** section. The template is available on the school website and in our EE Teams group.
- Upload a signed declaration of authenticity (***Eigenständigkeitserklärung***) as a scanned PDF to the ABA Portal. A template for that can be downloaded on the ABA Portal. An additional printed copy is not required.
- Confirm that your essay includes all required content elements (*see Elemente einer ABA on the ABA website*).
- Submit **two printed copies** of your final ABA to the principal's office.
- Include your completed ***Begleitprotokoll***, documenting your meetings and research process. You can download the template from our EE Teams group or the ABA website (Begleitprotokoll als MS-Word-Datei)
- Additionally, upload a digital version of your ABA via the ABA Portal. A submission guide with screenshots is available for support (see *Hilfestellung zur Abgabe der Arbeit* on the ABA website)

After submitting your ABA, you will take part in a **discussion** with the examination board where you answer questions about your topic, methods, and findings. This is an opportunity to demonstrate your understanding, show that you completed the work independently, and explain key decisions in your research process clearly and confidently. Your supervisor will advise you in preparing for the presentation and discussion regarding key content areas and appropriate presentation methods.

17. References

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Appendices

Appendix A

SALIS FORM EE/1

THE EXTENDED ESSAY: FORM EE/1

Subject Registration & Area of Investigation

DUE FOR SUBMISSION: xx. November, 20xx

Once you have decided upon an area of investigation, please complete the form below. After having it signed by your supervisor, submit it to the IB DP Coordinator.

Student's name: _____ IB Subject of EE: _____

This subject is one of my HL subjects O yes O no

AREA OF INVESTIGATION WITHIN THE TOPIC:

_____

PRELIMINARY RESEARCH QUESTION (RQ):

_____

CONSIDERATION AND THOUGHTS ON THE SUBJECT:

What specific aspects are you interested in and why?

Please sign below. Your signature confirms that you have read, understood and accepted the IB Extended Essay guidelines and timetable deadlines set out by the IBO and SALIS – Salzburg International School

_____ _____

Student's signature Parent's/ Guardian's signature

_____ _____ _____

Student's printed name Parent's/ Guardian's printed name Date

PROPOSAL ACCEPTED BY

_____ _____

EE Supervisor's signature/ Date IB DP Programme Coordinator's signature/ Date

Appendix B

EE TITLE PAGE TEMPLATE

[TITLE]

[Research Question: To what extent….]

Subject:

[**Category:** not necessary for every subject]

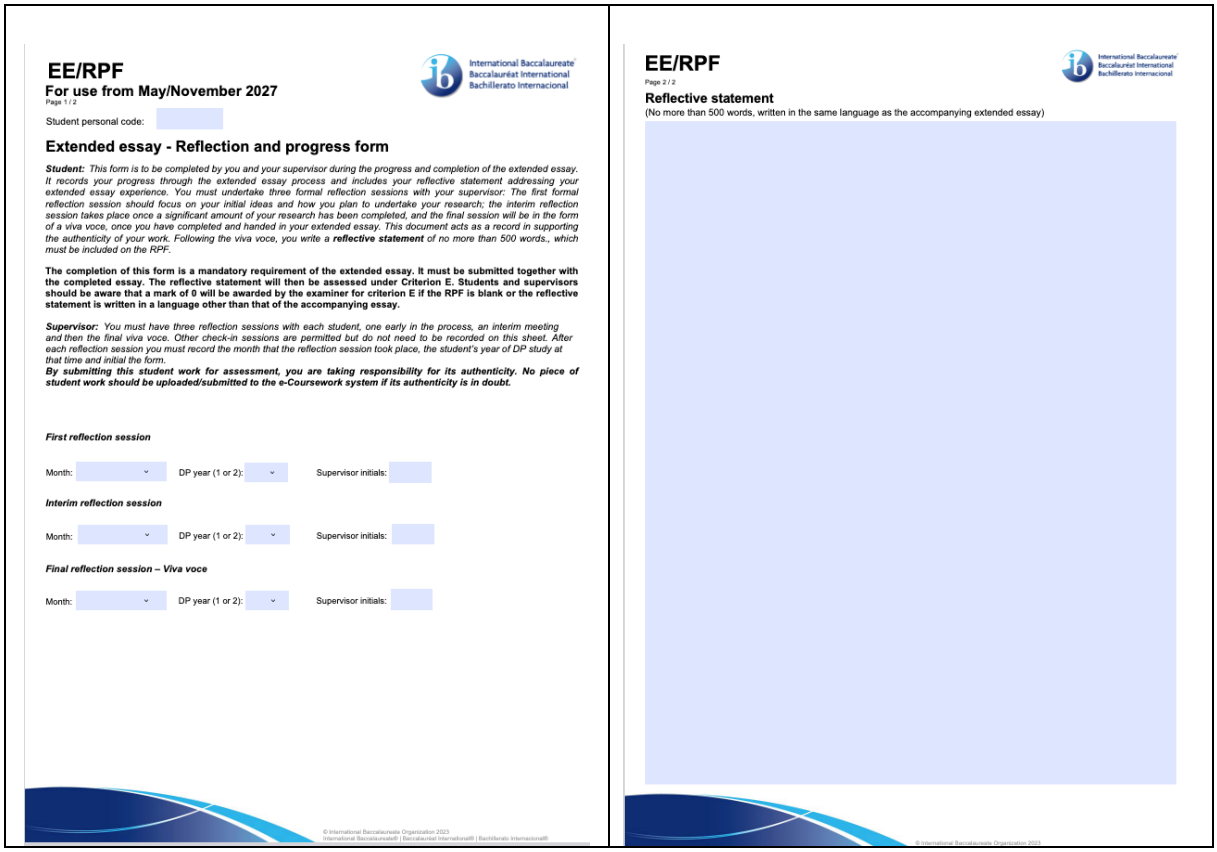
Word Count[27]: [max. 4000 words]

Candidate code:

[27] If footnotes have been used for anything other than referencing, the word count stated on this title page must include these footnotes, with an explicit statement that "the stated word count includes explanatory footnotes".

Appendix C

EXTENDED ESSAY – REFLECTION AND PROGRESS FORM (EE/RPF)



EE/RPF

For use from May/November 2027

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Student personal code:

Extended essay - Reflection and progress form

Student: *This form is to be completed by you and your supervisor during the progress and completion of the extended essay. It records your progress through the extended essay process and includes your reflective statement addressing your extended essay experience. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session takes place once a significant amount of your research has been completed, and the final session will be in the form of a viva voce, once you have completed and handed in your extended essay. This document acts as a record in supporting the authenticity of your work. Following the viva voce, you write a* ***reflective statement*** *of no more than 500 words., which must be included on the RPF.*

The completion of this form is a mandatory requirement of the extended essay. It must be submitted together with the completed essay. The reflective statement will then be assessed under Criterion E. Students and supervisors should be aware that a mark of 0 will be awarded by the examiner for criterion E if the RPF is blank or the reflective statement is written in a language other than that of the accompanying essay.

Supervisor: *You must have three reflection sessions with each student, one early in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session you must record the month that the reflection session took place, the student's year of DP study at that time and initial the form.*
By submitting this student work for assessment, you are taking responsibility for its authenticity. No piece of student work should be uploaded/submitted to the e-Coursework system if its authenticity is in doubt.

First reflection session

Month: DP year (1 or 2): Supervisor initials:

Interim reflection session

Month: DP year (1 or 2): Supervisor initials:

Final reflection session – Viva voce

Month: DP year (1 or 2): Supervisor initials:

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EE/RPF

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Reflective statement

(No more than 500 words, written in the same language as the accompanying extended essay)

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Appendix D

PREPARING FOR THE REFLECTION SESSIONS[28]

FIRST REFLECTION: October (before Christmas break) **DP 1**

Your preparation	Questions to think about	Your supervisor should…
• Think about potential topics of personal interest and do some initial background reading. • Browse "The subject-focused pathway"[29] sections of the EE guide. • Do further background reading and gather preliminary information around area(s) of interest. Take not of the availability of resources. • Record all of this in your RRS. • Brainstorm your potential topic, then draft a possible research proposal.	• Why am I interested in this topic and why it is important? • Is my topic appropriate for the DP subject(s) I am considering? • What possible questions have emerged from my initial reading? • Are there any ethical issues that I need to consider at this early stage? • What research methods or approaches can I use? Why would these be suitable?	• discuss the requirements of the extended essay and the assessment criteria • discuss any ethical and legal implications of your topic, if applicable • discuss strategies for developing your ideas, and possible approaches to research • prompt you with questions that will help you focus your thinking and develop an initial research question • outline next steps and encourage you to develop a timeline for research and writing.

INTERIM REFLECTION: End of June **DP 1**

Your preparation	Questions to think about	Your supervisor should…
• Talk about your extended essay topic with others, e.g. your supervisor, subject teachers, the extended essay coordinator, the librarian. • Draft an appropriate, focused research question. • Deepen your research and record relevant information or data in your RRS. • Feel confident in, and able to talk about, your current approach and current research methods. • Be able to talk about the line of argument you intend to develop in your essay.	• Does my research question need amending? • Are there any barriers I need to overcome to move forward? • Are there any ethical issues that have emerged since my first reflection session? • Are the research methods I have chosen working effectively? • Am I satisfied that I have: - a clear, focused research question - a viable line of argument - a good range of resources	• that you understand the requirements of academic writing • establish that you have critically evaluated an appropriate range of resources • advise you on making your next steps manageable as you move forward to produce a full draft of your essay • advise you regarding any amendment to your research question that may be necessary, minor or more significant.

[28] *Extended essay guide*, pp. 98-99.
[29] *Extended essay guide*, pp. 33-35.

• Add to the working reference list and bibliography for your research.	- a good understanding of next steps to complete the writing of my essay?	

FINAL REFLECTION/ VIVA VOCE: December-January **DP 2**

Your preparation	Questions to think about	Your supervisor should…
• Bring extracts from your RRS that illustrate how you have grown as a learner. • Be willing to share your personal experience and to discuss the development of skills and conceptual understandings that you have acquired through your extended essay experience. • Be able and prepared to talk about both successes and challenges you have experienced.	• Can I confidently say that my essay is authentic? • Does my essay conform to the IB Academic integrity policy? • What skills and understandings have I learned? How could these be transferred to other situations, now and in the future? • What challenges have I experienced and how have these been overcome? • What aspects of the extended essay experience have I enjoyed the most?	• carry out a **20 to 30-minute interview** with you, called a **viva voce**: a celebration of the completion of your essay and a reflection on what you have learned from the process • have read the final version of your essay before this reflection session.

Appendix E

EE ASSESSMENT CHECKLIST

EXTENDED ESSAY ASSESSMENT CHECKLIST ✓ *(based on EE assessment criteria)*	**YES**	**NO**	**NOTES/ COMMENTS**
Criterion A: Focus and Method (6 marks)			
*My **research question** is relevant to the topic of investigation, clear and focused within the scope of my essay.*	☐	☐	
*I've chosen **research methods** that are suitable for answering my research question.*	☐	☐	
*I've clearly explained and applied my **research methods** effectively.*	☐	☐	
*I've followed a **structure** that helps communicate my research clearly.*	☐	☐	
Criterion B: Knowledge and understanding (6 marks)			
*I've used relevant and high-quality research materials to show good **knowledge** of the topic.*	☐	☐	
*My use of **terminology** related to my subject is accurate and consistent.*	☐	☐	
*I've explained key **concepts** clearly.*	☐	☐	
*I've effectively used the **concepts** to demonstrate understanding of the subject matter.*	☐	☐	
Criterion C: Analysis and line of argument (6 marks)			
*I've produced an effective **analysis** that consistently leads to relevant findings.*	☐	☐	
*My essay presents a clear and consistent **line of argument** throughout my essay.*	☐	☐	
My argument links my research question, findings, and conclusions effectively.	☐	☐	
Criterion D: Discussion and evaluation (8 marks)			
*I've **discussed** the significance of my findings with appropriate supporting evidence.*	☐	☐	
*My **discussion** is balanced, considering different sides or aspects of the findings.*	☐	☐	
*I've **evaluated** how effective my essay is overall by identifying its strengths and limitations.*	☐	☐	
Criterion E: Reflection (4 marks)			
*I've **evaluated** my learning experience with specific examples, not just described it.*	☐	☐	
*My reflection shows how I have **grown** as a learner during the EE process.*	☐	☐	
I've explained how the skills I developed can be applied in other areas or future situations.	☐	☐	

Appendix F

EXTENDED ESSAY GRADE DECRIPTORS[30]

GRADE A
• The student demonstrates effective research skills, resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic. • There is effective engagement with relevant research areas, methods and sources. • There is excellent knowledge and understanding of the topic in the wider context of the relevant discipline. • There is effective application of source material and correct use of subject-specific terminology and/or concepts that further supports this. • Conclusions are consistent, relevant and proficiently analysed. • Arguments show sustained reason and are supported effectively by evidence. • Research is critically evaluated. • Coherence, consistency and effective use of structural conventions support readability to an excellent degree. • Reflection on the extended essay learning experience is consistently evaluative and includes specific examples. • Reflection shows consistent evidence of the student's growth and transfer of learning.
GRADE B
• The student demonstrates appropriate research skills, resulting in a research question that can be • explored within the scope of the chosen topic. • There is reasonably effective engagement with relevant research areas, methods and sources. • There is good knowledge and understanding of the topic in the wider context of the relevant • discipline. • There is a reasonably effective application of source material and reasonable use of subject-specific • terminology and/or concepts. • Conclusions are consistent and accurately analysed. • Arguments show reason and are often supported by evidence. • Research at times shows critical evaluation. • Coherence, consistency and use of structural conventions support readability to a good degree. • Reflection on the extended essay learning experience is partially evaluative and includes specific • examples. • Reflection often shows evidence of the student's growth and transfer of learning.
GRADE C
• The student demonstrates evidence of research undertaken, leading to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic. • There is partially effective engagement with mostly appropriate research areas, methods and sources. However, there are some discrepancies in those processes, although these do not interfere with the planning and approach. • There is some knowledge and understanding of the topic in the wider context of the discipline, and the knowledge is mostly relevant. • There is an attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis. • Conclusions are partly supported by the evidence. • Arguments are descriptive rather than analytical. • There is a partially successful evaluation of the research. • The essay is not always coherent and consistent, and structural conventions are irregularly applied, but this does not significantly hinder readability. • Reflection on the extended essay learning experience is descriptive and includes some specific examples.

[30] *Extended essay guide*, pp. 115-117.

- Reflection sometimes shows evidence of the student's growth and transfer of learning.

GRADE D

- The student demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic.
- At times, there is engagement with appropriate research, methods and sources, but discrepancies in those processes occasionally interfere with the planning and approach.
- There is some relevant knowledge and understanding of the topic in the wider context of the discipline but at times the knowledge is irrelevant.
- There is an attempted application of source material but with inaccuracies in the use of, or underuse of, terminology and/or concepts.
- There is irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion.
- There is a lack of evaluation.
- The limited coherence and consistency of the essay and absence of structural conventions hinders readability.
- Reflection on the extended essay learning experience is descriptive.
- Reflection on the student's growth is limited to a description of the process and there is no evidence of transfer of learning.

GRADE E (a failing condition)

- The student demonstrates little or no research, a lack of focus and an ineffective research question.
- There is a generally unsystematic approach and a resulting unfocused research question.
- There is limited engagement with limited research and sources.
- There is generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the discipline.
- There are ineffective connections in the application of source material, and inaccuracies in the terminology and/or concepts used.
  The results of research are summarized with inconsistent analysis.
  There is an attempted outline of an argument but one that is generally descriptive in nature.
  The lack of coherence and consistency and absence of structural conventions significantly hinders readability.
  Reflection on the extended essay learning experience is very limited, with no evidence of transfer of learning.