



Parkdale C.I.
Extended Essay
Student Handbook
Class of 2026

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Introduction

By this point in your high school career, you've developed a healthy skepticism toward knowledge production. You've become expert at both subject matter and methodology; what is known and how it is known. It's time to balance your skepticism with something more constructive. The Extended Essay is your chance to go beyond taking things apart and begin to figure out how to put something together.

Essays are interpretive or argumentative pieces of writing. Your job is to write a persuasive essay by gathering, applying, repurposing, and questioning evidence in order to give your best answer to a question. The 4000-word Extended Essay is a compulsory part of your IB Diploma Programme, to be written over Year 1 and Year 2.

The word essay also describes a first or tentative effort (*vous vous souvenez du verbe essayer?*). If you take the process seriously, you will write something you can be proud of now and, more importantly, learn lessons that will help you in university and beyond.

The process will ultimately make you a more appreciative consumer of knowledge. It will also start you down the road toward becoming a thoughtful, disciplined, and ethical producer of knowledge so your voice can be heard effectively on the problems and questions you care about. Your assigned supervisor will guide you along the way, spending between three and five hours with you over the course of 12-18 months. Remember, it is your responsibility to reach out and benefit from this guidance--not the other way around.

For millennia, academic life has been defined by an ongoing conversation about what we know in which the most persuasive voices carry the day. It's time for you to join the conversation. Let's get started.

This handbook is meant to give you resources for completing the Extended Essay process. Please check ManageBac as well as the Google Classroom for additional resources, notifications, samples, and more. For example, sample Extended Essays and EE Guides will be posted there. All meetings will be held virtually on Google Meet, unless otherwise instructed by the EE coordinator.

Thanks!

Elizabeth Mitten

elizabeth.mitten@tdsb.on.ca

Class of 2026 EE Timelines*

***N.B. ANY AND ALL SUBMISSION EXTENSIONS REQUIRE PRIOR APPROVAL OF THE EE AND IB COORDINATORS**

THE FINAL COPY OF YOUR EXTENDED ESSAY IS DUE MONDAY, 18 NOVEMBER, 2025.

Please check ManageBac and the Google Classroom regularly for updates.

Legend:

Student to-do

Supervisor responsibility

Reflection

<p>Wednesday, 12 February, 2025</p>	<p><u>EE Introduction & Orientation</u></p> <ul style="list-style-type: none">• The EE coordinator will give a general overview of the Extended Essay process and product:<ul style="list-style-type: none">○ Introduction to Extended Essay (EE), incl. World Studies EE (WSEE)○ Choice of EE subject and topic○ RPPF (Reflections on planning and progress form)○ RRS (Researcher's reflection space)○ EE Assessment Criteria○ IB's ethical guidelines related to academic integrity, citing and referencing, and (if applicable to your subject and topic) research
<p>Monday, February 24, 2025 4PM</p>	<p><u>Subject Selection</u></p> <ul style="list-style-type: none">• Subject Selection due on the Google Classroom
<p>Monday, March 3, 2025, and Monday, March 31, 2025 Lunch, Library Sem Rm</p>	<p><u>Library Research Workshops</u></p> <ul style="list-style-type: none">• How to formulate a research question + accessing research tools (TPL Librarian)

<p>Monday, 7 April, 2025 Library 11:45am</p>	<p style="text-align: center;"><u>Initial Meet with Supervisor</u></p> <p><u>Prior to your meeting</u>, email your supervisor 1-3 research questions in your selected subject area</p> <p><i>Your supervisor will give you feedback on your research questions and help you focus and refine one or all of them.</i></p>
<p>Monday, 5 May, 2025 Meetings arranged individually by the student (at supervisor's convenience.)</p>	<p style="text-align: center;"><u>Meet with Supervisor</u></p> <p><u>Prior to your meeting</u>, email your supervisor:</p> <ul style="list-style-type: none"> • <u>ONE</u> refined research question • + Ms. Mitten will email your supervisor your Feasibility Study (due by May 5th) <p><i>Your supervisor will approve your research question (on ManageBac) and give you feedback regarding the reference material you have brought.</i></p>
<p>March – June, 2025</p>	<p style="text-align: center;"><u>Gather Sources and Build Background Knowledge</u></p> <ul style="list-style-type: none"> • You will need to do some research to help you narrow your general topic to a more specific research question or further your background reading. You should explore the TPL databases. • <u>Document</u> all of your work in the Researcher's Reflection Space (RRS) on ManageBac. Upload photos, Docs, notes, "mind maps", etc. • <u>Contact</u> your supervisor, as needed.
<p>Week of May 26th, 2025 Individually arranged</p>	<p style="text-align: center;"><u>Meet with Supervisor and</u></p> <p><u>At least three days prior to your meeting</u>, email your Supervisor:</p> <ol style="list-style-type: none"> 1. A completed Extended Essay Skeleton Outline 2. Reference material you used when preparing your Extended Essay Skeleton Outline (a list of citations is fine). <p>Meet with your supervisor to discuss your progress.</p>

	<p>Your supervisor will advise you whether the structure of your essay looks appropriate and whether your reference material is suitable.</p>
<p>Monday, 2 June, 2025</p> <p><u>FIRST FORMAL REFLECTION SESSION</u></p> <p>REFLECTIONS ARE MANDATORY!</p>	<p><u>First Formal Reflection Session</u></p> <p>Afterwards, complete the First Reflection, using your notes from the meeting and your RRS. We will complete this together in a mandatory session.</p>
<p>Thursday, 19 September, 2025</p>	<p><u>Meet with Your Supervisor.</u></p> <p>Students must submit an early version of the EE (i.e. 10 pages minimum), which was completed over the summer. Due date on Google Classroom (I will share with supervisor): September 15th.</p> <p>Your supervisor will check to see that you have completed a sufficient amount of work and that your reference material is appropriate. Your supervisor will complete the Progress Check Form and help with any concerns you have regarding completing the next draft.</p>
<p>Monday, 7 October, 2025</p>	<p><u>Draft Due</u></p> <p>Students must submit a COMPLETE Draft on the Google Classroom.</p> <p>Supervisors will have almost three weeks to read and prepare comments. This is the one and only draft on which your supervisor may comment.</p>

**Monday, 28 October,
2025**

**SECOND FORMAL
(INTERIM) REFLECTION**

**REFLECTIONS ARE
MANDATORY!**

Meet with Your Supervisor

On your own time: Meet with your supervisor and go over suggested revisions. This is **the only** chance you have to receive specific feedback on your EE before you submit your final copy. Remember that the supervisor is not allowed to edit your paper; he/she is there to guide you.

Take your own printed copy of your paper and mark it up yourself as your supervisor orally suggests corrections to make.

Only after you have discussed all of the above, we will fill out the Interim Reflection on the *Reflections on Planning and Progress on Managebac* and I will ask your supervisor to initial it electronically.

**October–November
2025**

Spend time making suggested revisions and continue using the RRS.

**Monday, 18 November,
2025**

FINAL EE DEADLINE 18 November!

Submit your Final Extended Essay as per the EE coordinator's instructions. (Google Classroom AND ManageBac)

**Wednesday 11
December, 2025**

**THIRD AND FINAL
FORMAL REFLECTION**

**Reflections are
Mandatory!**

Viva Voce and Final Reflection

Before your final reflection, make an appointment to complete the Viva Voce. You and your supervisor will reflect on successes, difficulties, and learnings.. This meeting is your last conversation with your supervisor before they validate your work for the IB.

The supervisor adds the final comment to authenticate the process by signing and dating.

Make sure you have all three reflections completed. Remember they are worth points!

Sample Research Questions

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

Sample Research Questions From Real Extended Essays:

What does Joseph Conrad's portrayal of light and dark in Heart of Darkness and "The Lagoon" reveal about his views on European imperialism in the 19th century? (Literature)

To what extent did the film industry and the formation of the Hollywood blacklist affect communism and the public perception of it in the 1940s and 50s? (Film)

How has the fusion of Neo-Confucian values and Westernization contributed to the cultural acceptability of plastic surgery in South Korea? (World Studies)

Could the diplomatic consequences of the Gaza Flotilla Raid of 2010 have been lessened or avoided?(World Studies)

Academic Integrity

Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

THINGS TO REMEMBER

- IB students are principled and act with **integrity and honesty**.
- IB students should be content creators **not content imitators**.
- If you engage in any form of malpractice you **may not be eligible for a grade in the subject concerned**.
- Do it right, remember to cite!
Credit where credit is due!

EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
- **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information to another candidate, or receiving information from another candidate**, about the content of an examination paper within 24 hours after the examination.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
 - Use a style of referencing that is appropriate for the subject.



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The IB takes academic honesty very seriously!

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Extended Essay Research Steps

1	Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).
2	Read the following materials: the assessment criteria, relevant subject-specific chapter of the <i>Extended essay guide</i> , the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.
3	Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.
4	Choose a topic and undertake some background reading on it.
5	Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.
6	Draw up an outline plan for the research and writing process. This should include a timeline.
7	Begin to identify how and where they will gather source material for their research.
8	Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.
9	Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.
10	Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.
11	Undertake some preparatory reading in light of the proposed research question. <i>If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.</i>
12	Carry out the research. <i>The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.</i>

Writing Argumentative Questions

How?

On its own this is a straightforward invitation to present an account of a given situation or development. Add a second part (a qualifying term) to set up a defensible argument and encourage analysis.

How and why did Indo-China achieve independence from France after the Second World War?

Adding a second word such as "successfully", "effective", "accurate", or "far" turns a "how" question into one that requires a judgment. The writer is now expected to provide his/her detailed reasons for that judgment.

How successful has the Organization of Petroleum Exporting Countries (OPEC) been in achieving its aims? Note the placement of the qualifier

To what extent?

Asks the writer to evaluate the success, importance or otherwise of one argument or concept over another.

To what extent can nationalism rather than religion be considered the cause of the Arab-Israeli conflict?

Why?

A key word that invites the writer to present reasons for the existence of something. The brevity of this command rather disguises a powerful requirement to present a detailed, reasoned argument. In effect it is similar to "account for" which asks the writer to explain a particular event or outcome

Why have African-Americans been attracted to the teaching of Islam?

Why, since independence, have Asian countries achieved greater economic success than those in Africa?

Extended Essay Outline Exemplar

Subject: English

Topic: Physicality in The Woman in White

Research Question: How does Wilkie Collins use physicality to portray the conflict between masculine and feminine within characters and their confinement within traditional gender roles?

- I. Effect of physical mannerisms and physical traits of characters on conflict between feminine and masculine
 - A. Marian
 1. Has beautiful body and moves with refinement, making her seem feminine
 2. This is in contrast to characteristics that make her seem more masculine
 3. Physical description suggests that Marian is marred in some way by her masculinity, but in fact, she is eventually portrayed positively
 - B. Count
 1. Some actions are masculine and fierce
 2. However, his mannerisms and sensibility are more feminine
 3. Physical descriptions lead to negative portrayal
 4. Masculine-feminine divide mirrors other conflicts within his character: claims to be a kind, emotional man (feminine) but also ruthless (masculine)
 - C. Walter
 1. Physicality reveals a gentle side of his character

2. However, he embraces his masculinity to help Laura (revealed through physicality)
- D. Laura, Sir Percival, Anne
1. Physicality shows that their sense of masculine and feminine generally aligns with their actual gender
- II. Role of the motif of hands specifically in revealing the characters' compliance and defiance of traditional gender roles (relates to their own self-image as masculine or feminine)
- A. Marian
1. Hands reveal her quick, masculine temper and the masculine actions she undertakes to protect Laura
 2. However, she ends up conforming to gender roles by using her hands domestically
- B. Walter
1. Uses hands in profession (masculine)
 2. Hands show how he saves and guides Laura (takes on masculine role)
- C. Laura, Mrs Catherick, Countess
1. Hands reveal feminine weakness and/or engagement in feminine pursuits
- III. Role of physicality occurring between characters in shaping their place in traditional masculine and feminine gender roles within human relationships and society
- A. Underlines love between Marian and Laura
1. Romantic undertones defy traditional values and gender roles
- B. Reveals traditional love between Walter and Laura
1. Walter guides Laura through physicality
 2. Still defies tradition because she is no longer with the man her father chose for her

3. Physicality also reveals her rebellion against Sir Percival

C. Reveals ongoing relationship between Marian and Walter

1. Moves from “man-to-man” relationship in which they physically act as equals to a relationship where Walter is more masculine
2. These changes relate to conflict between love of Marian and Laura and love of Walter and Laura and what seems to be the triumph of love between Walter and Laura
3. Culminates in untraditional family arrangement that exists at end of novel. Untraditional both because of Marian’s role and because of the way they
4. formed these attachments

D. Count and Marian

1. Count’s physicality in relation to Marian reveals positive sides of Marian’s masculine identity while also underlining her helplessness

Formal vs Informal Writing

When writing an extended essay, the student should ensure that the language used is formal and academic in tone.

Characteristic	Informal Essay (sometimes also called personal or familiar essay)	Formal Essay
Author's Viewpoint	Usually uses first person; Directly addresses the reader	Usually uses third-person pronoun
Subject/Content: Sources of Evidence	Frequently drawn from life of the student and everyday events	More commonly drawn from shared historical events or literature or other forms of knowledge
Tone	Frequently more personal and subjective; may be ironic, amusing, thoughtful, angry, or serious; Conversational and casual	Tends to be removed from the subject and appears to be objective; tends to hold emotions in check and express concerns through strong arguments and powerful rhetorical devices
Structure	Appears to be more loosely structured	Follows a structure that focuses on the development of one clear argument at a time to support a clearly stated thesis
Location of the research purpose/question	May appear anywhere in the essay; may not be explicitly stated	Stated explicitly, generally located in the first or second paragraph of the essay
Vocabulary	Everyday words; Slang and colloquialisms; Contractions; Uses "you" and "I"	Technical words according to subject; No slang or contractions; Avoids "you" and "I" (the use of 'I' in the introduction and conclusion of an essay is permitted but in the body of the essay is best avoided in order to maintain an academic tone).
Purpose	Entertainment; gentle reflection	Presentation of facts and ideas with critical evaluation, arguing a point, and analyzing in detail.

Reflection and the Extended Essay

Reflection is a continual process. If you are constantly considering the decisions you are making in the extended essay (EE) process, you are better able to avoid the common pitfalls of independent research. Reflection also helps you plan, allowing you to monitor your progress.

The following table identifies three stages in the review process and the kinds of questions you can usefully consider at each. It also suggests what evidence you might use in your reflection sessions to demonstrate your progress and learning.

Stage	Types of questions you may ask yourself	Evidence from my researcher's reflection space
Initial: Planning stages	<ul style="list-style-type: none"> • What am I interested in researching and why? • What are my motivations for undertaking research in this area? • How will I begin the research process? • Is my chosen topic appropriate for the subject I have chosen to complete it in? • Do I have sufficient knowledge of the subject area to fulfill the criteria of an EE? • What possible question(s) might I research? • How might I go about undertaking this research? • Do I have access to appropriate sources? • Are my chosen research methods appropriate for the subject I have chosen to complete it in? • Are there any ethical issues I need to consider before pursuing this area of research? • Is there sufficient focus to my research area? 	<ul style="list-style-type: none"> • Mind map® • Annotated section of the <i>Extended essay guide</i> • Annotated bibliography • Annotated photograph, newspaper article, and so on
Background reading stage	<ul style="list-style-type: none"> • What have I learned about my subject area so far? • What questions are emerging? Are these similar or different to my initial questions? • Given the initial reading I have undertaken on the subject, is my research question appropriate for the subject I am submitting my EE in? • Is my research question manageable within the word limit of the EE? • Will my research question allow me to think critically about the topic I am researching? If it suggests a descriptive response, how might I need to change it to allow for more critical thinking? • Are there any challenges that I need to overcome in order to achieve my desired outcomes? 	<ul style="list-style-type: none"> • Notes • Annotated article • Brainstorm of questions • Mind map® of potential challenges and possible strategies

Interim: Writing stage	<ul style="list-style-type: none"> • Do I have sufficient data/information to begin formulating an argument? • If I do not have sufficient data/information, how will I go about resolving this? Can it be resolved? • To what extent does the data/information I have relate to my proposed research question? • Given the data/information I have collected, do I need to reformulate my research question? • Has the data/information collected taken me in an unexpected direction? • Do I want to change course now? Is it too late? • Are there still questions/issues that I am unclear how to resolve? • Am I keeping to a schedule with the writing process? 	<ul style="list-style-type: none"> • Introduction of the essay • Annotated sections from books, journals, articles, and so on • Reworked research question • Examples of data/information collected from research
Final: Writing stage	<ul style="list-style-type: none"> • Do I have a reasoned argument that can be sustained throughout the essay? • Am I able to make coherent links between different points made and the evidence presented? • To what extent have I answered my research question? • What reasons may have affected my ability to answer my research question? • If I have been selective in the evidence presented in my essay, can I justify my choices? • Is there a clear summative conclusion, and does this reflect the discussion that has taken place? • To what extent do I think I have fulfilled the expectations of the extended essay as a task? • Has my research resulted in me changing my perspective or views on the topic in question? • What strategies have I employed that have worked particularly well at this stage of the process? 	<ul style="list-style-type: none"> • An outline of the main argument • Timeline • Working bibliography
Viva voce	<ul style="list-style-type: none"> • To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research? • What strategies did I employ that proved particularly effective in the research process? • What skills have I developed and how might these be useful in the future? • What improvements might I suggest to my own working practices? • How might different research strategies have impacted my outcomes? • What did I learn about myself as a learner in this process? 	

Guiding Student Reflection

In critically reviewing your engagement in the research process, it might help to think in terms of three levels of reflection: *descriptive*, *analytical* and *evaluative* reflection. The table below gives examples of guiding questions to help with this. They are not exhaustive.

Level of reflection	Example of the kinds of questions students may have asked and answered of themselves
Descriptive	<ul style="list-style-type: none">• What did I do?• How did I undertake my research?• What were the problems I faced?• Did my approach or strategies change throughout the process?• What have been the high and the low points of the research and writing process?
Analytical	<ul style="list-style-type: none">• Was my research successful?• If I changed my approach or strategies during the process, why did I do this?• What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?• How has my understanding of the topic and research process developed throughout the task?
Evaluative	<ul style="list-style-type: none">• If I were to undertake this research again, would I do it differently—if so, why or why not?• What has affected this?• If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome?• What can I conclude from this?• Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes?• What, if any, questions emerged as a result of my research that I was not expecting? Would these questions influence my approach if I were to undertake the research again?

These levels correspond to the attainment levels of the rubric for criterion E (Engagement). See below.

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.
1-2	Engagement is limited. <ul style="list-style-type: none">● Reflections on decision-making and planning are mostly descriptive.● These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3-4	Engagement is good. <ul style="list-style-type: none">● Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.● These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
5-6	Engagement is excellent. <ul style="list-style-type: none">● Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process.● These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

Extended Essay Grade Descriptors

Grade	Criterion A: Focus and Method (0-6)	Criterion B: Knowledge and Understanding (0-6)	Criterion C: Critical Thinking (0-12)	Criterion D: Presentation (0-4)	Criterion E: Engagement (0-6)
A	<p>Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic</p> <p>Effective engagement with relevant research areas, methods and sources</p>	<p>Excellent knowledge and understanding of the topic in the wider context of the relevant discipline</p> <p>Effective application of source material and correct use of subject specific terminology and/or concepts further supporting this</p>	<p>Consistent and relevant conclusions that are proficiently analyzed</p> <p>Sustained reasoned argumentation supported effectively by evidence</p> <p>Critically evaluated research</p>	<p>Excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay</p> <p>Structural and layout elements are present and correctly applied</p>	<p>Engagement with the process is conceptual and personal</p> <p>Key decision making during the research process is documented</p> <p>Personal reflections are evidenced, including those that are forward thinking.</p>
B	<p>Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic</p> <p>Reasonably effective engagement with relevant research areas, methods and sources</p>	<p>Good knowledge and understanding of the topic in the wider context of the relevant discipline</p> <p>A reasonably effective application of source material and use of subject-specific terminology and/or concepts</p>	<p>Consistent conclusions that are accurately analyzed</p> <p>Reasoned argumentation often supported by Evidence</p> <p>Research that at times evidences critical evaluation</p>	<p>A clear presentation of all structural and layout elements, which further supports the reading of the essay</p>	<p>Engagement with the process is generally evidenced by the reflections</p> <p>Key decision making during the research process is documented.</p>

<p>C</p>	<p>Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic</p> <p>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</p>	<p>Some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant</p> <p>Attempted application of source material and appropriate terminology and/or concepts;</p>	<p>Attempted synthesis of research results with partially relevant analysis</p> <p>Conclusions partly supported by the evidence</p> <p>Discussion is descriptive rather than analytical</p> <p>Attempted evaluation</p>	<p>Satisfactory presentation of the essay, with weaknesses that do not hinder the reading</p> <p>Some structural and layout elements that are missing or are incorrectly applied.</p>	<p>Engagement with the process is evidenced but shows mostly factual information</p> <p>Personal reflection mostly limited to procedural issues.</p>
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<p>D</p>	<p>Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic</p> <p>At times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach</p>	<p>Some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant</p> <p>Attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts</p>	<p>Irrelevant analysis and inconsistent conclusions because of a descriptive discussion</p> <p>A lack of evaluation</p>	<p>Presentation of the essay at times is illogical and hinders the reading</p> <p>Structural and layout elements that are missing.</p>	<p>Engagement with the process is evidenced but is superficial</p> <p>Personal reflections are solely narrative and concerned with procedural elements.</p>
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<p>E</p>	<p>Demonstrates an unclear nature of the essay</p> <p>A generally unsystematic approach and resulting unfocused research question</p> <p>Limited engagement with limited research and sources</p>	<p>Generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline</p> <p>Ineffective connections in the application of source material</p> <p>Inaccuracies in the terminology and/or concepts used</p>	<p>Results of research are summarized with inconsistent analysis;</p> <p>An attempted outline of an argument, but one that is generally descriptive in nature</p>	<p>The layout generally lacks or incorrectly applies several layout and structural elements.</p>	<p>Engagement with the process is limited, with limited factual or decision making information and no personal reflection on the process.</p>
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Format of the Extended Essay

Please find below a one-stop tips handout for what must be included in your final draft. Review it carefully and email your supervisor or Ms. Mitten with any questions.

THE CANDIDATE NAME OR NUMBER SHOULD NOT APPEAR ON ANY OF THE PAGES OF THE EE, INCLUDING THE TITLE PAGE.

Required Elements:

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

1. **Title page** should include only the following information:

- the title of the essay (**NOT in the form of a question**)
- 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*

2. **Contents page**

- At the beginning of the extended essay
- All pages should be numbered
- N.B. An index page is not required, and if included will be treated as if it is not present.

3. Introduction

- The introduction should make clear to the reader
 - the focus of the essay;
 - the scope of the research;
 - an indication of the sources to be used; and,
 - an insight into the line of argument to be taken.

4. Body of the essay (research, analysis, discussion and evaluation)

N.B. 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.

5. Conclusion

- 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.

6. References and bibliography

- See your handbook and/or supervisor for citation style

Formatting:

The following formatting is required:

- 12-point
- Arial
- double spacing
- page numbering, including page 1
- no candidate or school name on the title page or page headers

- EE upper limit is 4,000 words*

- acceptable file type: Google Doc ONLY
- **Save as: M26 EE FirstandLastName(e.g. M26EE ElizabethMitten)**

- file size of no more than 50MB, which still allows for high-quality images (500MB for Film EE)

- All diagrams, maps, and tables# must be digitally produced where possible to prevent excessive file sizes when included as part of the essay. (Uploading of media other than the essay itself will not be allowed.)

- Appendices** should be used sparingly. Examiners are not required to read appendices, so material essential to the essay must always be included in the body of the essay.

N.B. Please remember to **PROOFREAD**: The whole essay needs to be proofread carefully by the student (computer spelling and grammar checkers are useful but will not do everything). Candidates must not ask someone else to proofread their work.

- Coming in December 2025:
 - The Reflection form (RPPF) must also be submitted (*to be completed only after the Viva Voce has been held*). Supervisors are responsible for completing the Supervisor Report and saving this file. Details TBA.

Lastly, a reminder about **ACADEMIC INTEGRITY**:

Research practices when working on an Extended Essay must reflect the principles of academic integrity. The essay must provide the reader with the **precise** sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student's understanding of the importance of the sources used.



Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

Notes:

*Word Count:

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

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria.

 Included in the word count	 Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	The <i>Reflections on planning and progress form</i>
	Headers

#Illustrations:

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 such material that is incorporated into the Extended Essay 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 extended essay.

**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 exemplar of a questionnaire or interview questions
- an exemplar 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)
- 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).

Appendix A: Student EE Proposed Subject and Topic

**Parkdale C.I.
Extended Essay
Proposed Subject and Topic**

Due: **24 February 2025, 4pm** to the EE Coordinator (Google Classroom AND ManageBac RRS).

PCI requires that students in the Class of 2026 submit Extended essays in one of the IB Subjects taught at school:

- English
- French
- Spanish
- Psychology
- History
- Biology
- Chemistry
- Math
- Film

Note: if a student wishes to write a World Studies EE, at least one of the two required subjects must be from the list above.

Student Name	
Proposed EE Subject (incl. Category, if applicable)	
Specific Topic Area	
Rationale for choosing this topic area (no more than 50 words)	

Appendix B: Student Feasibility Study

Parkdale C.I. Extended Essay Feasibility Study

Due: **5 May, 2025, 4pm** to the EE Coordinator (Google Classroom AND RRS on ManageBac).

You will meet with your supervisor on May 26th, to discuss your refined research question and feasibility study (see Timelines).

To do:

Create a list of *at least* five sources relevant to your subject and topic proposal, each with an annotation that has:

- An explanation of the main points and/or purpose of the work;
- Verification of the authority or qualifications of the author;
- Comments on the worth, effectiveness, and usefulness of the work in terms of your research; and,
- The point of view or perspective from which the work was created.

MOTIVATION
you're on your way!