

# 100 DAYS OF EEE

Your guide to a successful  
**Extended Essay** and better  
**time-management** through  
meaningful **reflection**.



ZHUHAI  
INTERNATIONAL SCHOOL


BY: ALAN BARBEE &  
MIRJAM BERGHUIS



ZHUHAI  
INTERNATIONAL SCHOOL

This First Edition Published March 2021

ZHUHAI, CHINA  
[www.zischina.com](http://www.zischina.com)

This work is licensed under CC BY-NC-SA 4.0 

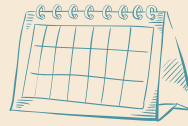


# TABLE OF CONTENTS

The EE process has been divided into 4 parts. This outlines the 3 Reflections you will need to complete and gives an overview of the writing process. Each main section includes a timeline to help you finish your EE in 100 days.

INTRODUCTION	1
EE OVERVIEW	2
GETTING THE GRADE	2
YOU & YOUR SUPERVISOR	2
THE ASSESSMENT CRITERIA	3
THE 4 COMPONENTS	5
<b>I. REFLECTION 1</b>	<b>6</b>
GETTING STARTED	6
RESEARCH & CITATION	7
SAMPLE TOPICS & RESEARCH QUESTIONS	8
DEVELOPING A TOPIC INTO A RESEARCH QUESTION	11
CREATING YOUR RESEARCH QUESTION	13
EE OUTLINE	14
<b>II. REFLECTION 2</b>	<b>15</b>
OVERVIEW	15
ANNOTATED BIBLIOGRAPHY	16
ACTION PLAN	17
<b>III. WRITING YOUR EE</b>	<b>19</b>
<b>IV. VIVA VOCE (THE FINAL REFLECTION)</b>	<b>21</b>
APPENDIX 1: Reflections on Planning and Progress Form	23
BIBLIOGRAPHY	24
EE TIMELINE	27

# WELCOME TO 100 DAYS OF EE



Writing your extended essay (EE) will be an experience filled with many emotions: uncertainty, confusion, frustration, wonder, pride, satisfaction, and accomplishment to name a few students undergo during the process.

The EE experience will connect you to an area of interest in a deeper way than any other experience during your high school career. By working through this guide, the EE is broken down into small manageable tasks with a timeline to pace your progress to complete it in 100 days.

Taking ownership of your learning during the EE will provide confidence and experience in managing a large project over the course of several months and make your transition to university a positive experience. We are here to support and guide you during the process and look forward to celebrate the completion of this undertaking.

- Mr. Alan

'Surveys among DP graduates clearly show that the process of writing your Extended Essay greatly facilitates the harsh academic requirements of the university experience. It develops all the crucial skills to write clear and well-researched academic papers, which is a necessary condition to pass university courses. According to our ZIS graduates, the Extended Essay journey they embarked on in our school gave them a clear advantage over students completing different programs.

- Mr Mike

This guide has been designed like a count-down to your finished EE. Each task has been broken down into the the maximum number of days needed to finish that section, represented by the red line with the 2 circles (see the example on the right).

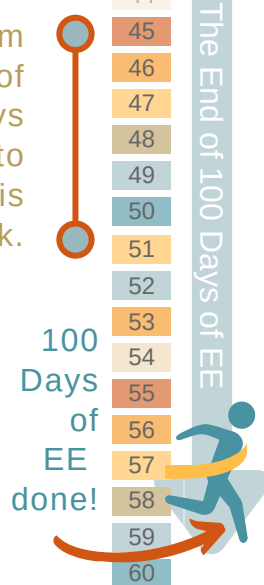
The faded numbers that have been (see the numbers 1-44) show you how much time has already passed. This will give you a clear idea of how much time you have left.

-Ms. Mirjam

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

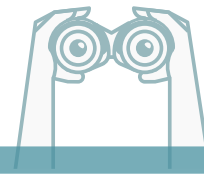
Faded numbers on right represent the number of days that have passed.

Maximum number of days needed to finish this task.



100 Days of EE done!

# EE OVERVIEW



"The extended essay is an in-depth study of a focused topic. [...] intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor." (IBO)

This research will be presented in a formal, 4000 word (4,800 characters) essay in which you will communicate your ideas and findings through clear, structured arguments.

The essay is broken down into 3 reflections that culminate in sessions with your supervisor.

Your EE is graded using the criteria outlined on pages 2-3 with a D being the minimum requirement. Each subject area has its own specific guidelines to consider as well.



## GETTING THE GRADE

TOK EE	A	B	C	D	E
A	3	3	2	2	failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	failing condition				



## YOU & YOUR SUPERVISOR



You will not travel this road alone! Your supervisor is there to guide you through this process. They will be there to:

- give you verbal feedback
- provide written comments on your draft report
- grade your draft and your final report
- help you problem-solve

Your supervisor can meet with you for a TOTAL of 5 hours to give you guidance. You can decide with your supervisor how often you have a check-in session (times when you need a bit of advice or feedback). Included in those 5 hours are the 3 Reflection sessions (Reflection #1, Reflection #2, Viva Voce) which are recorded on the RPPF (see Appendix 1).

**It is YOUR responsibility to set appointments to meet with your supervisor.**

# THE ASSESSMENT CRITERIA

The EE gives you a chance to:

1. **Demonstrate knowledge and understanding** of the topic chosen and the research question posed.
2. **Demonstrate knowledge and understanding** of subject specific terminology and/or concepts.
3. **Demonstrate knowledge and understanding** of relevant and/or appropriate research sources and/or methods used to gather information.
4. **Select and apply research** that is relevant and appropriate to the research question.
5. **Analyse the research** effectively and focus on the research question.
6. Be able to **discuss** the research in terms of a clear and coherent reasoned argument in relation to the research question.
7. **Critically evaluate** the arguments presented in the essay.
8. **Reflect on and evaluate** the research process
9. **Present information** in an appropriate academic format.
10. **Understand and demonstrate** academic integrity.

## Criterion A: Focus & Method

<b>Level 5-6</b>	<p><b>The topic is communicated accurately and effectively.</b></p> <ul style="list-style-type: none"> <li>Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.</li> </ul> <p><b>The research question is clearly stated and focused.</b></p> <ul style="list-style-type: none"> <li>The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.</li> </ul> <p><b>Methodology of the research is complete.</b></p> <ul style="list-style-type: none"> <li>An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li>There is evidence of effective and informed selection of sources and/or methods.</li> </ul>
<b>Level 3-4</b>	<p><b>The topic is communicated.</b></p> <ul style="list-style-type: none"> <li>Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused.</b></p> <ul style="list-style-type: none"> <li>The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p><b>Methodology of the research is mostly complete.</b></p> <ul style="list-style-type: none"> <li>Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>There is some evidence that their selection(s) was informed.</li> </ul> <p><b>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</b></p>
<b>Level 1-2</b>	<p><b>The topic is communicated unclearly and incompletely.</b></p> <ul style="list-style-type: none"> <li>Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused.</b></p> <ul style="list-style-type: none"> <li>The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p><b>Methodology of the research is mostly complete.</b></p> <ul style="list-style-type: none"> <li>Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</li> <li>There is some evidence that their selection(s) was informed.</li> </ul> <p><b>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</b></p>

## Criterion B: Knowledge & Understanding

<b>Level 5-6</b>	<p><b>Knowledge and understanding is excellent.</b></p> <ul style="list-style-type: none"> <li>The selection of source materials is clearly relevant and appropriate to the research question.</li> <li>Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</li> </ul> <p><b>Use of terminology and concepts is good.</b></p>
<b>Level 3-4</b>	<p><del>The use of subject specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</del></p> <p><b>Knowledge and understanding is good.</b></p> <ul style="list-style-type: none"> <li>The selection of source material is mostly relevant and appropriate to the research question.</li> <li>Knowledge of the topic/discipline(s) /issue is clear; there is an understanding of the sources used but their application is only partially effective.</li> </ul> <p><b>Use of terminology and concepts is adequate.</b></p>
<b>Level 1-2</b>	<p><del>Knowledge and understanding is limited.</del></p> <p><b>research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</b></p> <ul style="list-style-type: none"> <li>The selection of source material has limited relevance and is only partially appropriate to the research question.</li> <li>Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</li> </ul> <p><b>Use of terminology and concepts is unclear and limited.</b></p> <ul style="list-style-type: none"> <li>Subject-specific terminology and/or concepts are either missing or inaccurate,</li> </ul>

# 5 CRITERIA TO MEASURE SUCCESS IN 10 OBJECTIVES

## Criterion C: Critical Thinking

Level 10-12

### The research is excellent.

- The research is appropriate to the research question and its application is consistently relevant.

### Analysis is excellent.

- The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.
- Conclusions to individual points of analysis are effectively supported by the evidence.

### Discussion/evaluation is excellent.

- An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.
- This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.
- The research has been critically evaluated.

Level 7-9

### The research is good.

- The majority of the research is appropriate and its application is clearly relevant to the research question.

### Analysis is good.

- The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis.
- Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.

### Discussion/evaluation is good.

- An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.
- This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument.
- The research has been evaluated, and this is partially critical.

Level 4-6

### The research is adequate.

- Some research presented is appropriate and its application is partially relevant to the research question.

### Analysis is adequate.

- There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.
- Any conclusions to individual points of analysis are only partially supported by the evidence.

### Discussion/evaluation is adequate.

- An argument explains the research but the reasoning contains inconsistencies.
- The argument may lack clarity and coherence but this does not significantly hinder understanding.
- Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.
- The research has been evaluated but not critically.

Level 1-3

### The research is limited.

- The research presented is limited and its application is not clearly relevant to the research question.

### Analysis is limited.

- There is limited analysis.
- Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.

### Discussion/evaluation is limited.

- An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.
- The construction of an argument is unclear and/or incoherent in structure hindering understanding.
- Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.
- There is an attempt to evaluate the research, but this is superficial.

If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.

## Criterion D: Presentation

Level 3-4

### Presentation is good.

- The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.
- Layout considerations are present and applied correctly.
- The structure and layout support the reading, understanding and evaluation of the extended essay.

Level 1-2

### Presentation is acceptable.

- The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.
- Some layout considerations may be missing or applied incorrectly.
- Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.

## Criterion E: Engagement

Level 5-6

### Engagement is excellent.

- 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.

Level 3-4

### Engagement is good.

- 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.

Level 1-2

### Engagement is limited.

- 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.

# The 4 Components

## REFLECTION #1 (21 days)

To complete this reflection, you will need to:

- review the EE requirements and assessment criteria
- understand what is necessary for your chosen subject area
- review any ethical and legal implications regarding your subject area
- think about how to approach your topic and consider problems you may have
- discuss strategies for developing your ideas as well as how to extend your research
- answer questions your supervisor asks to help you think critically about your topic
- develop your research question
- review pages 10-11 with your supervisor to help you begin to refine your RQ

## REFLECTION #2 (65 days)

To complete this reflection, you will need to:

- share your research question (page 11)
- outline your argument at the core of the EE
- show how much progress you have made with your research
- discuss the challenges you had and how you are solving those problems - ask for advice if you need it
- Go over an "A" level EE with your supervisor to give you examples of good academic writing and proper referencing.
- share your range of sources and how you evaluated them
- produce a plan to show how you will finish your draft

## WRITING THE EE (58 of 65 days)

To complete this part of the process, you will need to:

- follow your Action Plan (page 15) to ensure you have the data/information you need
- write your EE inserting your research as you go
- be sure to include all the elements needed (page 16)
- ask someone other than your supervisor to help you with proof-reading

## VIVA VOCE (14 days)

To complete your final reflection, you will need to:

- submit your final version of the EE
- reflect on what you have learned from this process (think about the IB Learner Profile and ATL skills)
- give evidence to support your learning journey
- confirm the authenticity of your ideas and sources
- reflect on your successes and struggles while researching
- help your supervisor with the comments she/he needs to put on the *Planning and Progress Form*.

## What does 100 Days look like?

Some days you will spend 20 minutes on your EE, some days you will need a few hours. Each task will have it's long days and those moments when you are making arrangements or waiting for a response.

100 days includes the days your supervisor will need to mark your work and prepare their feedback.

Planned out carefully, it should see you freeing up your summer holiday between Year 12 and Year 13.



The End of 100 Days of EE



# Reflection #1

## GETTING STARTED Approximately 21 days

In order to prepare for Reflection #1, you will need to complete these tasks. As you work through each one, take notes of what you have learned, how you've progressed and what problems you met and overcame.

Check off each task after you have completed it.

Attend overview session of the Extended Essay. Make note of important points presented.

Consider your area of interest(s). Make a note of it here:

My area of interest:

Meet with your supervisor for the 1st time. My supervisor is:

Carefully read over the EE Assessment Criteria. (See page 3-4)

Pick an area for exploration or topic. (See page 8-10 for samples of Topics and Research Questions).

Find out what you need to know about your subject area specifically. Make a note of it here:

My subject area asks me to consider:

These ethical/legal implications are specific to my topic/subject:

Meet with the librarian to review research and citation methods. (See page 7)

Begin initial research on topic of interest to identify potential sources.

Meet with your EE supervisor again for a check in.

Develop your topic into a Research Question - RQ (meet with the librarian). (See the framework for creating an RQ on page 11).

Research your topic and begin to create bibliography using Noodletools.

Identify a research methodology/focus area.

Write Reflection #1 (100-150 words / 120-180 characters). (See Guiding Questions and samples of good reflections questions on page 10 of the Library Guide. Talk to your librarian for help).

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100

# Reflection #1

## RESEARCH & CITATION

### From Your Friendly Librarian...

There are many research methods you can use for your EE. In fact, you should ensure that your research methods are varied.



#### 1 PRIMARY RESEARCH

- interview with an expert
- research data you collected
- survey data you collected
- experiments you conducted
- letters or emails from an expert
- diary entries from a witness
- conversations with professionals
- museum artefacts
- art exhibits
- research data you collected
- survey data you collected
- experiments you conducted
- focus groups



#### 2 SECONDARY RESEARCH

- interviews published in a magazine
- news articles
- books
- research papers
- research data collected by someone else
- survey results from someone else's survey
- results from someone else's experiment
- on-line videos
- anything on the internet that you didn't produce



# 7

A good EE will have at least 7 varied sources.

That means:

- primary
- secondary
- digital
- paper
- visual

Some potential sources for me are:

### CITATION METHODS

There are 2 methods you can use for citation that we use at ZIS.

**APA (American Psychological Association)** is usually used in the Humanities, Science and Mathematics. For example:

Barbee, A., & Berghuis, M. (2021). *100 Days of EE*. Zhuhai: Zhuhai International School.

**MLA (Modern Language Association)** is typically used for a Literature and Art courses. For example:

Barbee, Alan, and Mirjam Berghuis. *100 Days of EE*. Zhuhai International School, 2021.

EEs written in Chinese require footnotes.

Please talk to your Chinese supervisor.

### NOODLETOOLS

*Noodletools.com* is a single sign-on with *Microsoft Office* that allows you to record your sources, create your bibliography (in either style), take notes AND write your paper.

*Noodletools* links to Word automatically because we are a Microsoft school. You can also use this platform to share progress with your supervisor.

The librarian will do a session with you on how to use *Noodletools*.



# Reflection #1

## SAMPLE TOPICS & QUESTIONS

### Business Management

Topic	An evaluation of the introduction of total quality management in ABC Ltd
RQ	To what extent has the introduction of total quality management (TQM) improved quality at ABC Ltd?
Topic	An evaluation of the case for strengthening social responsibility practices at multinational XYZ
RQ	Should multinational XYZ strengthen its corporate social responsibility practices in the aftermath of scandal X.
Topic	Measuring the success of joint ventures: a comparative case study
RQ	How successful has the joint venture between ABC Ltd and XYZ Ltd been as a growth strategy for both companies?

### Economics

Topic	Company X's abuse of monopoly power in the fast-food industry of Country Y
RQ	To what extent does Company X abuse its monopoly power in the fast food industry in Country Y?
Topic	Policy of plain cigarette packaging in reducing the negative externalities of cigarette consumption in Country X
RQ	How effective has Country X's policy plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in Country X?
Topic	Relationship between taxation of high- emission cars and purchases of low-emission cars in Country X
RQ	To what extent has the recent (within the last three years) change to the indirect taxes on high-emission cars influenced buying of low-emission cars in Country X?

### Psychology

Topic	Gender-related color choices
RQ	To what extent is preferred color choice acquired or innate in young children?
Topic	Media influences on altruistic behaviours.
RQ	To what extent to presentations I the media affect adult choices in volunteering to work for charities?

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

The End of 100 Days of EE

8

# Reflection #1

## SAMPLE TOPICS & QUESTIONS

### Biology

Topic	Urease from soy beans
RQ	How does the level of urease activity differ between dried and fresh soy beans?
Topic	The effect of soil salinity on the distribution and abundance of a halophyte in a salt marsh community
RQ	To what extent is the distribution and abundance of the sea aster ( <i>Tripolium pannonicum</i> ) dependent on soil salinity?
Topic	Antibacterial effects of a plant extract
RQ	What evidence is there for the antibacterial properties of commercially available mouthwash on <i>Streptococcus mutans</i> (or other safe/approved strain) grown at 20°C?

### Physics

Topic	The time taken to reach terminal velocity
RQ	How does the time taken to reach terminal velocity depend upon the viscosity of the fluid it is falling through?
Topic	The relationship between the dimensions of an exhaust pipe and the sound it emits
RQ	What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
Topic	The temperature dependence of the sound of flowing water
RQ	How does the frequency spectrum of the sound of running water depend upon its temperature?

### Math

Topic	The geometry of navigation
RQ	What was the role of mathematics, and geometry in particular, in navigation when we relied on stars? Does it still play a part now we have manmade satellites?
Topic	Square-triangular numbers and Pell's equation
RQ	How many square numbers are also triangular numbers, where are they and what other problems led to Pell's equation?
Topic	The exponential function and the measurement of age and growth
RQ	How does the exponential function, and its calculus, inform areas of science such as nuclear physics, geology, anthropology or demography?

# Reflection #1

## SAMPLE TOPICS & QUESTIONS

### Language & Literature

Category 1	Topic	The treatment of prejudice in novels
	RQ	How far are the approaches to prejudice and discrimination different in <i>To Kill a Mockingbird</i> and <i>The Kite Runner</i> ?
	Topic	An exploration of evil as a motivating force in drama
	RQ	How effectively does Christopher Marlowe present his view of evil in <i>Dr. Faustus</i> ?

Category 1 EE: allows you to study one or more literary works originally written in the language in which you are writing your essay. This type of essay gives you a chance to study a literary topic in depth and provide a critical analysis and critical commentary.

Category 2	Topic	The presentation of guilt in novels
	RQ	How important is the narrative structure to the way guilt is addressed by Bernhard Schlink in <i>The Reader</i> and by Tim O'Brien in <i>The Things They Carried</i> ?
	Topic	The portrayal of childhood in novels
	RQ	In what ways, and to what purposes, do Nabokov's <i>Invitation of a Beulah</i> and Proust's <i>Swann's Way</i> evoke memories of childhood?

Category 2 EE: allows you to study a literary work(s) written in the language of your EE and compare it with one or more literary works originally written in a different language (it may be studied in that language or in translation). This type of essay gives you a chance to study a literary topic in depth and provide a critical analysis and critical commentary.

Category 3	Topic	Gender
	RQ	How has the portrayal of men in male grooming products changed from the 1980s to date?
	Topic	Language and communication
	RQ	How do the Spanish press present controversies that happen during the Real Madrid and Barcelona derbies?
	Topic	Textual Bias
	RQ	How do different newspapers vary the way they convey their political views in their editorials?

Category 3 EE: allows you to study language, based on one or more texts originally produced in the language your are using to write your EE. Texts can be compared with a translated text originally written in another language. This type of essay gives you a chance to examine how language, culture and context impact how a text is created and analyse the relationship between a text, its audience and purpose

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

The End of 100 Days of EE

# Reflection #1

## DEVELOPING A TOPIC INTO A RESEARCH QUESTION

### Begin with a Brainstorm

Begin by brainstorming a potential area/topic of interest. Add ideas then think of additional related words to your topic or area of interest.



Possible Research Question:

# Reflection #1

## DEVELOPING A TOPIC INTO A RESEARCH QUESTION

### Develop Your Topic Further: Diving Deeper

**1** Start by **naming** your topic.

I am trying to learn about/working on/studying \_\_\_\_\_?

- Ex: I am trying to learn about **how different types of music affect learning while studying**.
- Ex: I am working on how **belly bacteria affects/shapes mood and behavior**.
- Ex: I am studying **how different types of social media sites affect anxiety in teens**.

**2** Add an **indirect question**.

An indirect question indicates what you do not know or understand about your topic.

I am studying/working on \_\_\_\_\_ **because I want to find out who/what/when/where/ whether/why/how** \_\_\_\_\_.

- Ex: I am trying to learn about how different types of music affect learning while studying **because I want to find out if teachers should encourage or discourage the use of music in class when students work on assignment**.
- Ex: I am working on how belly bacteria affects/shapes mood and behavior **because I want to find out if people could change their diets to reduce the amount of prescribed medicines they take for depression**.
- Ex: I am studying how different types of social media sites affect anxiety in teens **because I want to find out if we should only promote social media sites that reduce anxiety in teens**.

**3** Answer "So What?".

Answering "so what" indicates whether or not someone beside you will find this topic interesting. It motivates your question. **This is the most important component in your research question**. If people say "so what" you have not done a good job convincing your reader that your work is important to read.

Introduce a second, implied, indirect question such as:

- in order to help my reader understand **how**,
- in order to help my reader understand **why**, or
- in order to help my reader understand **whether**

▶ Ex: I am trying to learn about how different types of music affect learning while studying **because I want to find out if teachers should encourage or discourage the use of music in class when students work on assignment** **in order to help my reader understand how listening to certain types of music help students perform better academically**.

**4** Your turn.

Complete the research questions stems below based on your area of interest. You are now close to having your research question. The next step is to turn these stems into a valid Extended Essay Research Question.

TOPIC: I am studying/working on... \_\_\_\_\_

QUESTION: because I want to find out who/what/when/where/ whether/why /how... \_\_\_\_\_

SIGNIFICANCE: in order to help my reader understand how/why/ whether... \_\_\_\_\_

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100

# Reflection #1

## CREATING YOUR RESEARCH QUESTION



### The Research Question: Connecting Key Ideas

Take the key ideas of your topic and turn them into a single sentence question.



I am interested in the way English language changes in modern society

- because I want to find out if George Orwell's prediction of the development of English is actually taking place
  - in order to help my reader understand the dangers of degeneration of language and how it is used to control people .

**IRQ: To what extent is George Orwell's vision of the future of language in 1984 a warning to our society?** (English Language and Literature)



I am interested in natural antibiotics

- because antibiotic resistance in bacteria which makes finding new antibiotics an ongoing ordeal.
  - in order to discover if there is a natural solution to an ongoing health concern.

**IRQ: How do the antibiotic properties of garlic and honey compare to ampicillin and tetracycline on streptococcus bacteria?** (Biology)



I am studying how different types of social media sites affect anxiety in teens.

- because I want to find out if we should only promote social media sites that reduce anxiety in teens.
  - in order to help my reader understand whether we should limit or discourage access to certain social media sites to improve our self-image and overall mental well-being.

**IRQ: In what way should we promote or discourage teen use of social media sites in order to reduce anxiety?** (Psychology)

### Your turn.

From your work on the previous page using the research questions stems, state your research questions.

TOPIC: \_\_\_\_\_



QUESTION: *because* \_\_\_\_\_

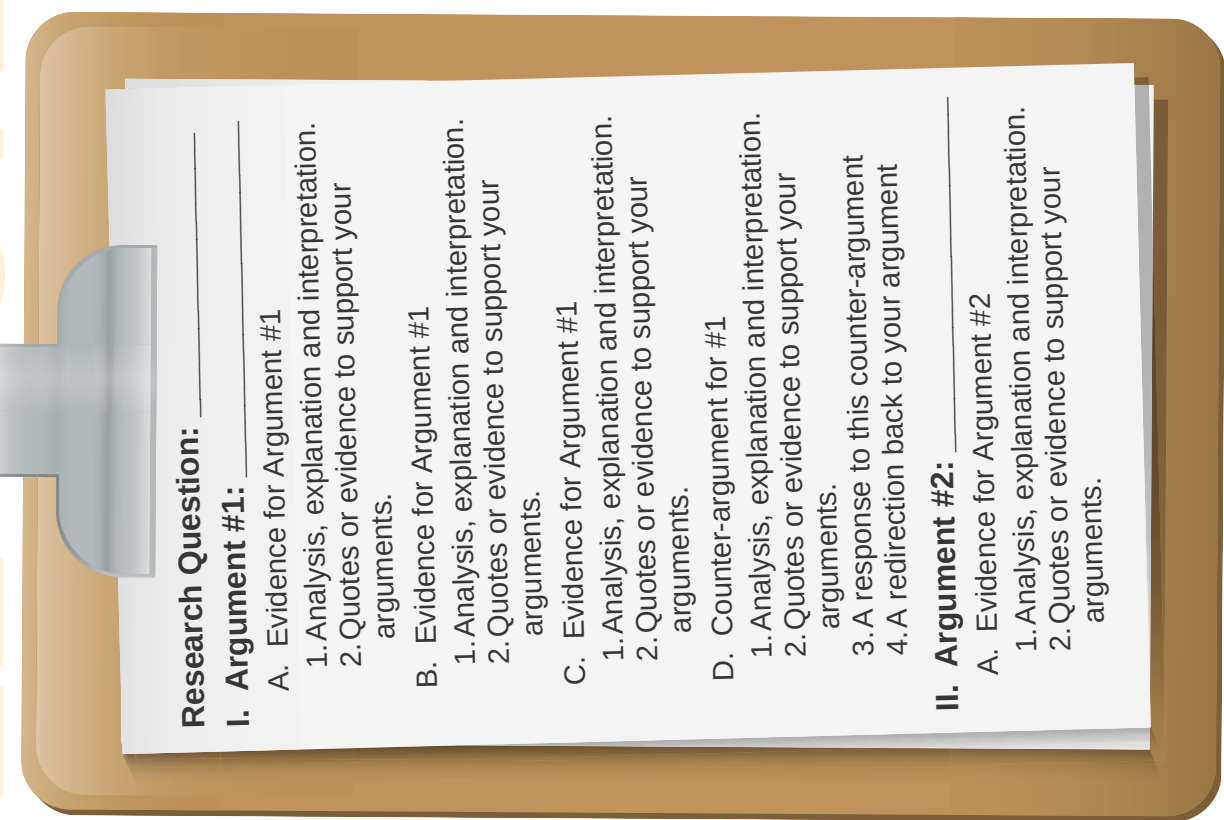
SIGNIFICANCE: *in order to* \_\_\_\_\_

IRQ: \_\_\_\_\_

IRQ: \_\_\_\_\_







**Research Question:** \_\_\_\_\_

- I. Argument #1:** \_\_\_\_\_
- A. Evidence for Argument #1
    - 1. Analysis, explanation and interpretation.
    - 2. Quotes or evidence to support your arguments.
  - B. Evidence for Argument #1
    - 1. Analysis, explanation and interpretation.
    - 2. Quotes or evidence to support your arguments.
  - C. Evidence for Argument #1
    - 1. Analysis, explanation and interpretation.
    - 2. Quotes or evidence to support your arguments.
  - D. Counter-argument for #1
    - 1. Analysis, explanation and interpretation.
    - 2. Quotes or evidence to support your arguments.
    - 3. A response to this counter-argument
    - 4. A redirection back to your argument

- II. Argument #2:** \_\_\_\_\_
- A. Evidence for Argument #2
    - 1. Analysis, explanation and interpretation.
    - 2. Quotes or evidence to support your arguments.

IRQ:

A large, light-colored rectangular box with rounded corners and a thin border, containing horizontal blue lines for writing. This box is intended for the student's IRQ (Research Question) and their outline.



Use this framework to help you design your own outline of your EE.

**YOUR TURN:**

# Reflection #2

## OVERVIEW

Approximately 65 days

In order to prepare for Reflection #2, you will need to complete these tasks. As you work through each one, take notes of what you have learned, how you've progressed and what problems you met and overcame.

Check off each task after you have completed it.

- Discuss with your supervisor how to structure your Extended Essay. Make note of important points presented.

### Math / Science

- Prepare surveys: *identify and interview focus groups*
- Collect data
- Analyse data
- Write up research
- Write conclusion

### Humanities / English / Chinese

- Continue research
- Write notes and form general impression
- Read sources from different points of view
- Discuss pro's and con's (Humanities)
- Include primary and secondary sources (Literature)
- Indicate the Point of View of the paper



- Reflect on your refined research question and write it here.

My Research Question:

- Outline your argument at the core of your EE.
- Meet with your EE supervisor.
- Share your research. Start with page 16. Use that format to write your Annotated Bibliography.
- Share your range of research, the Annotated Bibliography will help with this step too.
- Share your Action Plan to outline how you are going to finish this task. Use page 17 to guide you.
- Submit the outline of your Extended Essay to your supervisor for review. (See page 14)
- Discuss the challenges you are having and how you are solving these problems. Ask for advice when you need it!
- Go over an "A" level EE in your subject area with your supervisor to give you a reference for your own EE. Find examples of good academic writing and proper referencing.
- Write Reflection #2 (100-150 words / 120-180 characters).



# Reflection #2

## ANNOTATED BIBLIOGRAPHY

### Annotated Bibliography: a Short Summary and Evaluation

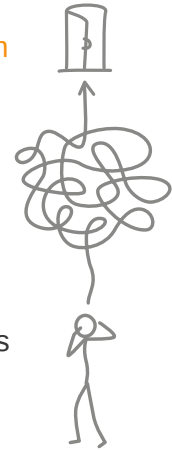
An annotated bibliography provides a short summary and evaluation of a source in about 100-200 words.

#### Example:

Black, S. H., Kulakowski, D., Noon, B. R., & DellaSala, D. A. (2013). Do bark beetle outbreaks increase wildfire risks in the central U.S. Rocky Mountains? Implications from recent research. *Natural Areas Journal*, 33(1), 59-65. doi:10.3375/043.033.0107

This paper discusses the research on whether the widespread outbreak of pine beetles in the western United States has resulted in an increase in wild fires due to beetle kill. The authors review numerous research papers from a variety of different journals exploring this topic and concluded based on the research that pine beetle kill does not increase the risk of crown fires in forests.

This paper is important as it provides an opposing view to studies that indicated there is an increased risk of fire due to beetle kill in western forests. This paper is from a peer reviewed journal and sites numerous research reports to support its premise. (110 words)



### Your turn

Source:

Summary:

Evaluation:

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

The End of 100 Days of EE

# Reflection #2

## ACTION PLAN

ACTION	RESOURCES	PERSONEL	TIME NEEDED	DATE COMPLETED
<b>Find scholarly articles</b>	School digital database	Librarian	1 hour	April 10
<b>Do experiment #1</b>	School Science lab Equipment: ...	Science teacher	2 after school sessions x 1 hour	May 1
<b>Collect survey data</b>	Online survey programme Way to distribute surveys	Head of Secondary for permission to survey students and use HR time to collect data	2 hours to design 1 Homeroom period to collect 2 hours to analyse the data	June 3

Your turn 

--	--	--	--	--

NOTES:

# ACTION PLAN

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	18

The End of 100 Days of EE

# Writing the EE

## FROM DRAFT TO YOUR FINAL PRODUCT

Approximately 58 days



Your supervisor is only able to give you feedback on one draft of your EE before you submit the final, so it is imperative that you make good use of this opportunity. The better your draft, the more specific the feedback which will lead to the best EE you can write.

"The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected. There are six required elements of the final work to be submitted. [...] Please note that the order in which these elements are presented here is not necessarily the order in which they should be written." (IBO)

The 6 required parts of your EE are:

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

TOTAL WORD COUNT:  
4000 words  
4800 characters

1	<p>The title page can <b>only</b> include this following:</p> <ul style="list-style-type: none"> <li>the <b>Title</b> of your EE</li> <li>your <b>Research Question</b></li> <li>the <b>Subject</b> that your EE is linked to</li> <li>your final <b>Word Count</b></li> </ul>	<p>Your EE title needs to be clear and focused, giving your reader a clear idea of your research topic.</p>
2	<p>A contents page must be included at the beginning of your EE. This means that all pages need to be numbered. This includes any appendices. Use the formatting of this guide as an example to help you.</p>	CONTENTS
3	<p>Use the introduction to tell your reader what to expect in your EE. It should clearly state the focus of your essay, the scope of your research, and your main argument.</p>	<p>This might, in fact, be the last thing you write, when you have a clear idea of the direction of your EE.</p>
4	<p>This is the meat of the essay - where you present your reasoned argument and the relevant evidence you used, why it is of value and how it supports your point. The structure depends on your subject. Any information that is important to the argument must be included.</p>	<p>research   analysis   discussion   evaluation</p> 
5	<p>The conclusion shares what you have achieved, recognising the limitations of your research and raising any unresolved questions. You may have added conclusions throughout your EE but you still need a final, complete conclusion relating to all your research.</p>	<p>Almost done!</p> 
6	<p>Using MLA or APA from the start, make sure you reference outside work accurately. The more resources you have, the stronger your paper will be.</p>	<p>“  ”</p>

NOTES:

# WRITING THE EE

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

The End of 100 Days of EE

# Viva Voce

## FANCY WORD FOR REFLECTION #3 Approximately 14 days

"The viva voce is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. [...] The viva voce is conducted once the student has submitted the final version of their extended essay. At this point in the process no further changes can be made to the essay. The viva voce is a celebration of the completion of the essay and a reflection on what the student has learned from the process." (IBO)

Check off each task after you have completed it.

- Submit your final version of the EE
- Reflect on what you have learned while doing the EE - think of the Learner Profile and ATL skills to help you).
- Share evidence that shows your supervisor how you have grown as a learner.
- Show your supervisor that this work and the ideas presented are yours and that you have correctly referenced the thinking you used to reach your conclusions or support your arguments.
- Share your successes and challenges. How did you overcome them?
- Help your supervisor complete the *Planning and Progress Form* that they must submit to the IBO with your EE.
- Write Reflection #3 - The Viva Voce - (175-200 words / 210-240 characters).

What does  
*viva voce*  
even mean?

*Merriam-Webster* gives 3 definitions:

- by word of mouth
- expressed or conducted by means of speech
- an examination conducted viva voce

It's Latin for "with living voice."





# VIVA VOCE TIPS:

# VIVA VOCE

Use the first person, "I", and strong active verbs:

- discovered
- chose
- observed
- investigated
- interviewed
- struggled

Talk about how your supervisor supported you and how you responded to the feedback they gave.

Give specific, concrete details whenever you discuss any element of the process or your learning.

Some ATL skill sentence starters:

- I adjusted my plan when...
- While reflecting I realized...
- After evaluating my source I realized...
- A problem I had to solve was...
- I needed to think critically /creatively when...

Share how your research guided your process and changed your thinking. Which sources were the most influential and why?

Share your mistakes!  
Students don't always realize how much mistakes help us grow. Don't be afraid to explain how you struggled.  
When did your solution NOT work? What would you do differently next time? Did you need more help or expertise?

Don't forget the Learner Profile:

- balanced
- caring
- communicator
- inquirer
- knowledgeable
- open-minded
- principled
- reflective
- risk-taker
- thinker

1	61
2	62
3	63
4	64
5	65
6	66
7	67
8	68
9	69
10	70
11	71
12	72
13	73
14	74
15	75
16	76
17	77
18	78
19	79
20	80
21	81
22	82
23	83
24	84
25	85
26	86
27	87
28	88
29	89
30	90
31	91
32	92
33	93
34	94
35	95
36	96
37	97
38	98
39	99
40	100
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

# APPENDIX A:

## REFLECTIONS ON PLANNING AND PROGRESS FORM

**EE/RPPF**  
For use from May/November 2018  
Page 1/3  
Candidate personal code:

**Extended essay - Reflections on planning and progress form**

**Candidate:** This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. 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 is 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 EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

**The completion of this form is a mandatory requirement of the EE. It must be submitted together with the completed EE for assessment under Criterion E. As per the Protocol for completing and submitting the Reflections on planning and progress form section of the EE guide, a mark of 0 will be awarded by the examiner for criterion E if the RPPF is blank or the comments are written in a language other than that of the accompanying essay.**

**Supervisor:** You must have three reflection sessions with each candidate, one early on 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 candidates must record their reflections and as the supervisor you must indicate the month that the reflection session took place; the candidate's year of DP study at that time and initial this form.

**First reflection session**  
Candidate comments:

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

**EE/RPPF**  
Page 2/3  
International Baccalaureate  
Baccalaureat International  
Bachillerato Internacional

**Interim reflection**  
Candidate comments:

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

**Final reflection - Viva voce**  
Candidate comments:

Month:  Supervisor initials:

**EE/RPPF**  
Page 3/3  
International Baccalaureate  
Baccalaureat International  
Bachillerato Internacional

**Supervisor comments:**

**Supervisor:** By submitting this candidate work for assessment, you are taking responsibility for its authenticity. No piece of candidate work should be uploaded/submitted to the e-Coursework system if its authenticity is in doubt or if contradictory comments are added to this form. If your text in the box below raises any doubt on the authenticity of the work, this comment will not be assessed.

You have a maximum of 500 words / 600 characters to complete these 3 reflections.

You should finish each section a few days after each reflection session with your supervisor who then initials and dates the form.

This is for your Criterion E score.

Your supervisor does this bit after the Viva Voce and grading of the final report are completed.

# REFERENCES

- Berghuis, M. (2021, February 23). [Personal interview by the author].
- Berghuis, M., & Rai, H. (2020). *The Ultimate personal project Guide*. Self-Published.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). *The craft of research* (4th ed.). The University of Chicago Press.
- Farnham, C., Berghuis, M., & Fischer, K. (2016). *WISS extended essay student handbook*. Self-Published.
- International Baccalaureate Organization. (2016). *Extended essay guide*. IB Publishing Ltd.
- Piotrowski, M. (2021, March 3). [Personal interview by the author].

APA version

# WORKS CITED

- Berghuis, Mirjam. Interview. 23 Feb. 2021.
- Berghuis, Mirjam, and Hema Rai. *The Ultimate Personal Project Guide*. Zhuhai, Self-Published, 2020.
- Booth, Wayne C., et al. *The Craft of Research*. 4th ed., Chicago, U of Chicago P, 2016.
- Farnham, Curt, et al. *WISS Extended Essay Student Handbook*. Shanghai, Self-Published, 2016.
- International Baccalaureate Organization. *Extended Essay Guide*. The Hague, IB Publishing Ltd, 2016.
- Piotrowski, Mike. Interview. 3 Mar. 2021.

MLA version

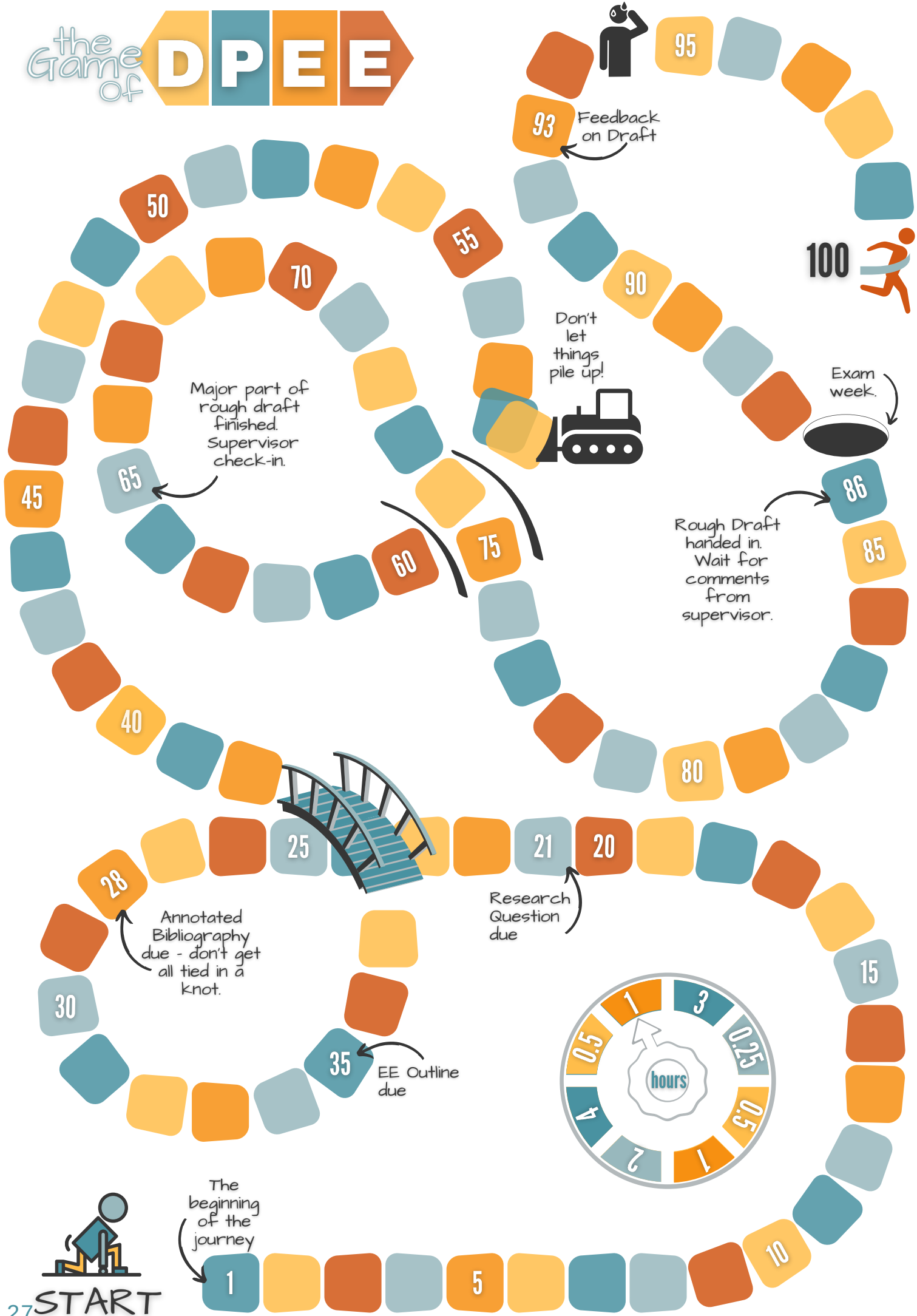
Images and clipart provided by Canva. [ONLINE] Available at: <https://www.canva.com/>

“Viva Voce.” Merriam-Webster, Merriam-Webster, [www.merriam-webster.com/dictionary/viva%20voce](http://www.merriam-webster.com/dictionary/viva%20voce).

# NOTES:

# NOTES:

# DPEE

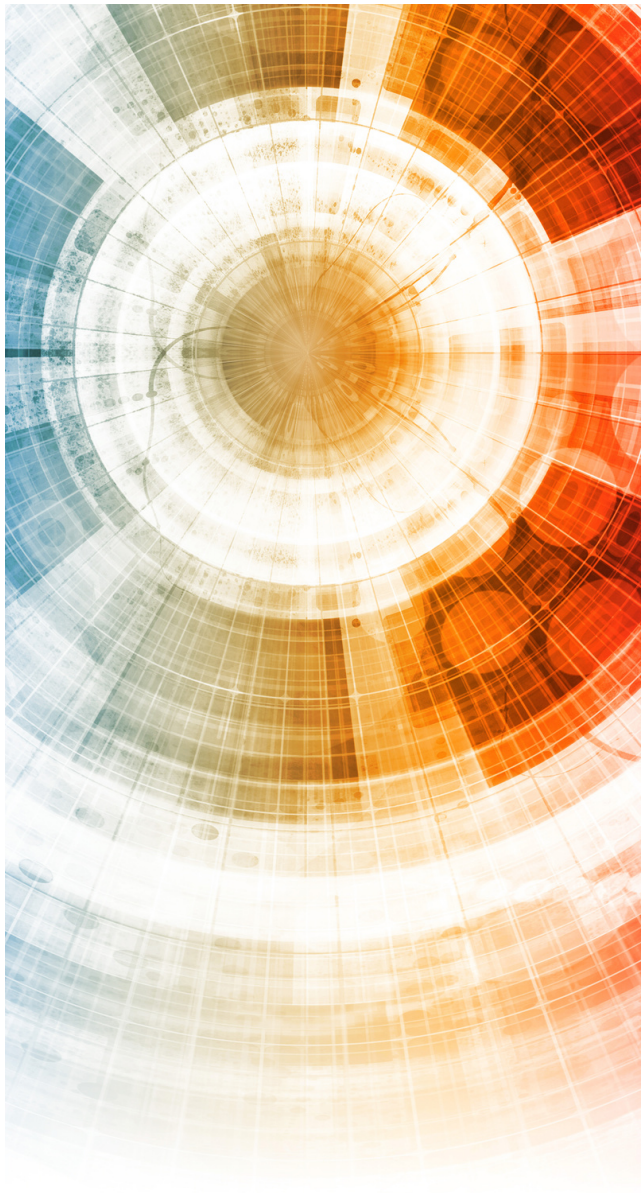


# ACKNOWLEDGEMENTS

A special thank you to Mr. Mike Piotrowski for his expert advice and his support.

Thank you Elena Pizzorno Knorr (graduating class of 2021) for taking the time to give us some much needed student feedback.





# 100 DAYS OF EE

This work is licensed under CC BY-NC-SA 4.0



VISIT OUR SCHOOL WEBSITE FOR MORE INFORMATION  
([WWW.ZISCHINA.COM](http://WWW.ZISCHINA.COM)) OR EMAIL OUR DP COORDINATOR

