

# EXTENDED PROJECT

*Student handbook*

The bilingual matura in French-English

*Renens High School | av. du Silo 1, CH-1020 Renens*



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## 1 Legal framework

### 1.1 Regulation on the Recognition for the Swiss Matura (RRM), 15 February 1995

*Article 10:*

Each student must complete, alone or as part of a team, a long-term Extended Project. This research project forms the basis of a report or written commentary and of an oral presentation.

*Article 15:*

The Extended Project is graded on the basis of both written and oral work.

*Article 20:*

The Swiss matura certificate mentions the title of the Extended Project.

## 2 Objectives

The Extended Project is a compulsory part of the Swiss matura, which develops and extends from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study.

Students on a study-abroad programme at English-speaking schools are asked to choose a topic linked to the culture of the country in which they are staying. In other words, open mindedness, intellectual curiosity and self-sufficiency are encouraged.

The Extended Project involves extended autonomous work by the student. Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the dean for the bilingual matura at Renens High School, in collaboration with the head of VI in the host school
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment

## 3 Learning outcomes

- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format
- make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent students
- develop and apply decision-making and problem- solving skills

- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their extended project to other areas of study

#### 4 Sequence – Form – Grading

The EPQ comprises three main steps:

- the implementation of the project
- the report writing
- the oral presentation of the project

Grades are awarded to each of these three steps and together make up the final grade of the EPQ.

The EPQ may also be submitted as an audio or video recording or in any other form. In all cases, a written report must be handed in at the same time as the work.

##### 4.1 The subject

- The student will develop an idea for a project that they wish to carry out and discuss their ideas with a supervisor
- The proposal should allow the student to plan, research, analyse, evaluate and explain, rather than simply describe and narrate
- The proposal should be clear and focused on an issue which can be managed within the timescale (September – July), available resources of the host school and word total of 6000-7000 words
- The proposal should allow the student to work independently, impartially and in a balanced way
- The student should suggest solutions to overcome potential difficulties

##### 4.2 The process

The process journal belongs to the student and serves as a reference document to accompany the EPQ, helping students to carry out research. It has many functions, such as:

- enabling students to sufficiently develop project aims and objectives to make a formal project proposal
- document their planning and research within a process journal
- meet with the supervisor at specified meetings to discuss the project process and issues
- carry out the project by achieving the aims and objectives they set themselves
- prepare and give a presentation about the project product and process (including a question and answer session)
- evaluate the project process
- submit evidence for assessment (production log and project product)

#### 4.3 The report

- The written report of the EPQ must be of a manageable length. Being only one of the elements on which the final grade is based, it must not be too extensive
- All projects must include a written report of 6000-7000 words, which conveys and presents evidenced outcomes and conclusions while evaluating the student's own learning and performance
- In the case of a media output (audio or video recording, work of art or any other form of expression) the form and the content of the methodological report must be negotiated with the supervisor

#### 4.4 The presentation

- During the presentation, the student explains his/her approach and makes a personal assessment in relation to the research project and its progress, considering new skills, techniques and strategies for effective learning that were developed during the process
- Additionally, the student identifies potential changes and improvements to the research project, the essay or the process (motivation, difficulties, approach, etc.); the evaluation criteria are developed in 6.5
- The presentation lasts around 20 minutes
- The grade awarded to the oral presentation is based upon the relevance of the thought process, clarity of expression as well as on the quality of analysis

#### 4.5 Evaluation

The final grade of the Extended Project is made up of 30% awarded to the process, 40% to the production and the written report and 30% to the oral presentation.

### 5 Standardisation and moderation

- Once the student has completed their presentation, a copy of the completed mark scheme should be signed by the supervisor and sent to Renens High School at [bmfe@vd.ch](mailto:bmfe@vd.ch)
- Three bound copies and one electronic copy together with the abstract should be handed into Renens High School at the beginning of the final year of the student's high school studies; Portable Document Format (PDF) files should not be scanned, but saved in this format with the computer operating system.
- Standardisation and moderation will be completed by the dean for the bilingual matura at Renens High School

## 6 Appendices

### 6.1 Deadlines

INTRODUCTION	
Week 0	<ul style="list-style-type: none"> <li>• What is a EPQ? Assessment criteria</li> <li>• Ground rules: deadlines; intermediate evaluations</li> <li>• Choosing a good subject. Examples and ideas.</li> </ul>
DEFINING TOPIC	
Week 1	Students submit chosen topic via Google form: <a href="https://goo.gl/forms/DgkAFWIBi402BLJ52">https://goo.gl/forms/DgkAFWIBi402BLJ52</a>
Week 2	Discussion of topic
RESEARCH QUESTION AND PLAN	
Week 3	Students present and discuss their provisional research question and plan (chapter headings and a brief statement about chapter contents). Research areas are also defined.
Week 4	Deadline for submitting research question and signing the plagiarism policy.
Week 5	Finding material; critical analysis; structured writing; plagiarism
WRITING FIRST DRAFT	
Weeks 6 – 13	<ul style="list-style-type: none"> <li>• bibliography (first draft), annotated (with notes explaining relevance of material/use to be made of it)</li> <li>• background/context chapter, Chapter 1 (first draft)</li> </ul>
Week 14	Presentation and assessment of work so far. Feedback on research, sources and Chapter 1.
Week 15	Critical analysis; structured writing; text layout; technical terms
Week 16	Hand or send in Chapter 1 (corrected) and Chapter 2
Week 19	Feedback on Chapters 1 and 2
Week 24	Send in Chapters 1-2 (corrected) <u>and</u> introduction, Chapters 3-4, Conclusion (first draft) of EPQ by post or email
Week 26	Feedback on first draft
Week 32	Send in corrected work (second draft) <u>and</u> abstract.
Week 35	Feedback on second draft
PRODUCING FINAL VERSION	
Week 37	Send in <u>third</u> version for correction
Week 39	Deadline for handing in completed EPQ to supervisor
Week 41	Oral Exam
Week 52	A copy of the completed mark scheme should be signed by the supervisor and sent to Renens High School together with three bound copies, one electronic copy together and the abstract. Portable Document Format (PDF) files should not be scanned, but saved in this format with the computer operating system.

## 6.2 Formatting

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

Students should observe the following guidelines:

- A4, single sided
- Margins of 2.7 points (left/right) and 4.0 points (top/bottom)
- Font: Helvetica Neue Light (10 points)
- Justified alignment
- Line spacing of 1.17 points and spacing of 10 points after each paragraph

Submitting the extended project in the required format will help set the tone of the essay and will aid readability for on-screen assessment.

## 6.3 Structure

The structure of the extended project 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. Students should observe these six required elements of the extended project:

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

### 6.3.1 Title page

The title page should only include the following information:

- the student's name
- the title of the essay
- the research question
- word count

### 6.3.2 Contents page

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



### 6.3.3 Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure the supervisor 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 project 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 project. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

### 6.3.4 Tables

Tables must not be used in an attempt to circumvent the word limit.

### 6.3.5 Footnotes and endnotes

As footnotes and endnotes are not an essential part of the extended project 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.

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

### 6.3.6 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
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions)

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

### 6.3.7 Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay. Photographic evidence may be submitted in place of such material.

### 6.3.8 Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography must list only those sources cited.

### 6.4 Citations and referencing

Students should use parenthetical referencing or in-text referencing, also known as the Harvard (author, date) system, for which further information and examples can be found online: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Students should be aware that Renens High School uses software assisted plagiarism detection to analyse all extended projects and to ensure that citations have not been copied and pasted from the internet without appropriate referencing; failure to acknowledge someone else's work, even if by omission is unanimously considered as serious misconduct and will result in disciplinary action or even criminal prosecution.

## 6.5 Evaluation

PROCESS						
OBJECTIVES	0	1	2	3	4	5
Communication: the student demonstrates well-developed communication and collaboration with the supervisor.	NEVER	OCCASIONALLY	SOMETIMES	OFTEN	USUALLY	ALWAYS
Methodology: the research question is clear and sharply focused, making effective treatment possible within the scope of the research project.	NEVER	OCCASIONALLY	SOMETIMES	OFTEN	USUALLY	ALWAYS
Autonomy: the student shows independence and initiative.	NEVER	OCCASIONALLY	SOMETIMES	OFTEN	USUALLY	ALWAYS
Organisation: work is done with well-developed organisation over time, by keeping and using a planner or Gantt chart, for example; the student always respects self-imposed deadlines in order to allow enough time for the drafting process and work is handed in on-time without a last-minute rush.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS	
Reflexion: the student identifies obstacles and challenges, reflecting upon their development as a learner in the process.	NEVER	OCCASIONALLY	SOMETIMES	OFTEN	USUALLY	ALWAYS
Thinking: over the course of the research project, the student extends their knowledge and understanding of the topic.	NEVER	SOMETIMES	USUALLY	ALWAYS		
Language: over the course of the research project, the student integrates supervisor feedback.	NEVER	SOMETIMES	USUALLY	ALWAYS		
					Total	30

REPORT - CONTENT					
OBJECTIVES	0	1	2	3	4
Introduction: the context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
Investigation: the research project shows effective and sophisticated application of appropriate analytical and evaluative skills.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
Analysis: the research project demonstrates extensive knowledge and understanding of the topic studied. Where appropriate, it clearly and precisely locates the investigation in an academic context.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
Conclusion: an effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.	NEVER	SOMETIMES	USUALLY	ALWAYS	
Risk-taking: the student is creative and takes risks to develop original ideas.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
References: an imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
				Total	23

REPORT - FORM						
OBJECTIVES	0	1	2	3	4	5
Clarity: ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.	NEVER	SOMETIMES	ALWAYS			
Structure: all structural elements are present and correct (original title page, contents page, page numbering, use of legends and sources, tables and charts, use of annexes and bibliography) and are displayed in an original way.	NEVER	OCCASIONALLY	SOMETIMES	OFTEN	USUALLY	ALWAYS
Linguistic range: the language used communicates clearly and precisely.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS	
Subject specific language: terminology appropriate to the subject is used accurately, with skill and understanding.	NEVER	SOMETIMES	ALWAYS			
Linguistic accuracy: the student has consistently maintained a high degree of accuracy; errors are rare and difficult to spot.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS	
				Total		17

PRESENTATION					
OBJECTIVES	0	1	2	3	4
Linguistic range: the vocabulary and register are perfectly adapted to the audience.	NEVER	SOMETIMES	USUALLY	ALWAYS	
Linguistic accuracy: the grammar and syntax are perfectly adapted to the audience.	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
Fluency: during the presentation, the student's pronunciation and fluency are perfectly adapted to the audience.	NEVER	SOMETIMES	USUALLY	ALWAYS	
Interaction: the student responds to questions and comments.	NEVER	SOMETIMES	USUALLY	ALWAYS	
Pragmatism: the student answers complex lines of counter argument fluently, spontaneously and appropriately	NEVER	SOMETIMES	USUALLY	ALWAYS	
Visual aids: visual aids are relevant and original.	NEVER	ALWAYS			
Content: the content of the presentation is clear and synoptic. The student identifies the essential points of the study and brings new elements.	NEVER	SOMETIMES	USUALLY	ALWAYS	
Process: the student explains his/her approach and makes a personal assessment in relation to the research project and its progress, considering new skills, techniques and strategies for effective learning that were developed during the process.	NEVER	SOMETIMES	USUALLY	ALWAYS	
Reflexion: the student identifies potential changes and improvements to the research project, the essay or the process (motivation, difficulties, approach, etc.)	NEVER	OCCASIONALLY	SOMETIMES	USUALLY	ALWAYS
Organisation: the student manages their time.	NEVER	ALWAYS			
Originality: the student gives an original presentation.	NEVER	SOMETIMES	ALWAYS		
				Total	30
				<b>GRAND-TOTAL</b>	<b>100</b>

Supervisor's name ..... Supervisor's signature .....

Once signed, this mark scheme should be scanned and returned to the dean for the bilingual matura at Renens High School at [bmfe@vd.ch](mailto:bmfe@vd.ch).

## 6.6 Plagiarism policy

Plagiarizing or fabricating and falsifying research results is unanimously considered as serious misconduct and will result in disciplinary action or even criminal prosecution.

To this end, Renens High School uses software assisted plagiarism detection to analyse all extended projects in order to ensure they have not been copied and pasted content from the internet.

1. The use of information must respect strict but simple ethical rules: respecting intellectual property and truth forbids anyone from passing someone else's work for their own, even if by omission.
2. The sources must be clearly cited, in particular to allow the critical control of the reader.
3. In particular, students must be careful to distinguish between what belongs to others from what is personal: quotations of authors are indicated by quotation marks or rules used in the discipline; if the quotations are slightly modified, even if by the highlighting of certain words, it will be indicated (for example by indicating "underlined by us"); comments that closely follow a text or works that are simple adaptations should be reported as such ("here we follow X's ideas, adapting them to our context").
4. The bibliography must be precise, always allowing the reader find the source (books, articles, etc.).
5. Courtesy demands the reporting of important unwritten information gathered orally.
6. Specific information collected on the internet must be identifiable. It is forbidden for a student to pass off something that has been copied from a website as if it were their own. Students should indicate the URL address and the date of consultation.

By signing this declaration, I acknowledge that I have discussed the Renens High School plagiarism policy with my supervisor and that I understand the terms, as stated above.

Additionally, I agree that I will not conduct any illegal activities as part of the EPQ.

Finally, I acknowledge that by breaking the Renens High School plagiarism policy, the EPQ report will be inadmissible, resulting in a fail.

Family name ..... First name .....

Place and date ..... Signature .....

Supervisor's name ..... Supervisor's signature .....

*Once signed, this declaration should be scanned and returned to the dean for the bilingual matura at Renens High School at [bmfe@vd.ch](mailto:bmfe@vd.ch).*