

EXTENDED ESSAY

STUDENT HANDBOOK

G + SOŠ ROKYCANY

EXTENDED ESSAY

STUDENT HANDBOOK

This handbook belongs to _____

My EE advisor _____

EE coordinator Kamila Bártová room 321

This handbook has been written to help you successfully navigate through the EE of IB DP. It is required that you have read it prior to the beginning of DP year 1.

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IB MISSION STATEMENT

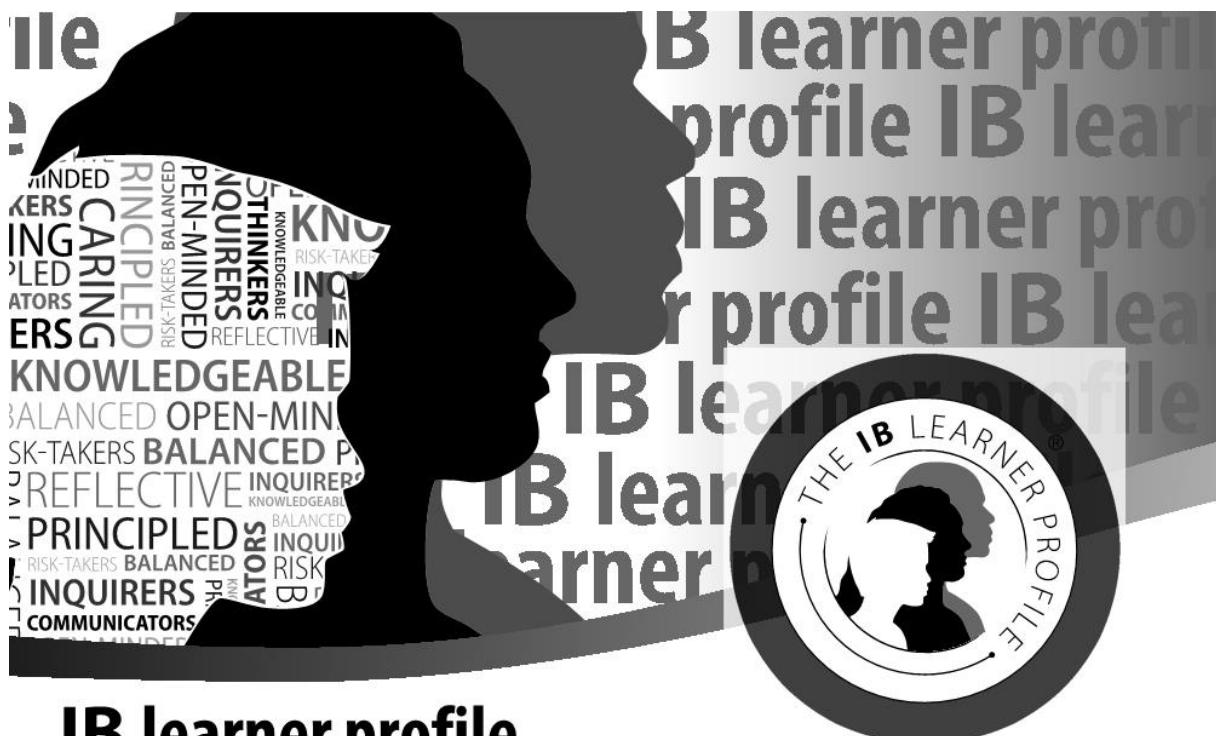
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.¹

G+SOS ROKYCANY MISSION STATEMENT

Gymnázium a SOŠ Rokycany is committed to supporting students as independent individuals and life-long learners who value honesty, diligence and fidelity. We encourage students to reach their potential whilst promoting international-mindedness and respect for all cultures and people across the globe. We provide our students with a felicitous educational environment that endorses learning, recreation, cognitive and physical as well as social and creative skills.

¹ *Creativity, Activity, Service Guide* (2015). IBO. Geneva, Switzerland.

IB LEARNER PROFILE



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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EXTENDED ESSAY (EE) IN A NUTSHELL

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects, and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or 16 subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.²

WHY IS EE PART OF YOUR STUDY?

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

EE ROLES AND REQUIREMENTS³

SCHOOL

- Ensure that the Diploma Programme and/or extended essay coordinator understands who can and cannot be a supervisor.
- Provide organizational structures that allow for three mandatory reflection sessions with the supervisor.

EE Coordinator

- Ensure that extended essays conform to the regulations outlined in the Diploma Programme Assessment procedures.

² *Extended Essay Guide* (2016). IB Publishing Ltd. Hague, Netherlands.

³ *Extended Essay Guide* (2016). IB Publishing Ltd. Hague, Netherlands.

- Ensure that students select the subject for their extended essays from the list of available subjects for the May or November session in question (in the Diploma Programme Assessment procedures) before choosing a topic.
- Ensure that each student has an appropriately qualified supervisor, who is a member of staff within the school.
- Introduce, explain and support the reflection process.
- Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material.
- Ensure that the Reflections on planning and progress form (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the Diploma Programme Assessment procedures.
- Provide exemplars of extended essays to supervisors and students. 43 Required action.
- Ensure that supervisors and students are familiar with the IB documents Academic integrity and Effective citing and referencing.
- Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.
- Explain to students that they will be expected to spend up to 40 hours on their extended essay.

EE Supervisor

- Undertake three mandatory reflection sessions with the student.
- Ensure that students complete the reflections on planning and progress form, and date the form after each entry by the student.
- Provide a supervisory comment, which is used to contextualize the student's reflections.

Student

- Choose a subject from the available extended essay list (includes themes and topics offered by teachers or students' own proposals approved by EE/DP coordinator). See Diploma Programme coordinator or extended essay coordinator for details.
- Ensure that the starting point for your essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes.
- Observe the regulations with regard to the extended essay, including the IB's ethical guidelines.
- Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria.
- Meet all internal deadlines set by your school in relation to the extended essay.
- Understand concepts related to academic integrity, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of "BI General regulations: Diploma Programme" in the Diploma Programme Assessment procedures should there be a breach of these.
- Attend three mandatory reflection sessions with your supervisor, the last of which is the viva voce.
- Record your reflections on the Reflections on planning and progress form for submission as part of the assessment of criterion E (engagement).

HOW TO CHOOSE THE RIGHT TOPIC FOR EE

It is essential to choose whether EE will be written based on a particular DP subject or as an interdisciplinary EE. See school extended essay list (includes themes and topics offered by teachers or students' own proposals approved by EE/DP coordinator).

HOW TO DEAL WITH EE

Think carefully about the EE topic you will be dealing with, do not rush the assignment. It is better to contact the supervisor in advance (even a few months) and gradually consult all the assignment steps.

Think thoroughly about topic selection: What, why and for whom is the EE written? Is the topic something I like to write about?

Think carefully about the general and particular aims of the EE.

Then clearly state research questions and hypotheses.

Consider the state of your knowledge and be aware parts of your work and research will need a deep view inside (time management).

Title the EE precisely. Try to avoid using weak general titles. Moreover, make the title exciting and clear. Introduce the research questions to the reader in the introduction.

List the answers to them in the main part of the work. Always link the text to research questions and clearly state what the material discusses.

In the end, present the answer to the given research questions, which summarize the previous partial conclusions in the main part of the work.

The most important principle: Do not write a textbook!

Avoid writing a review paper or textbook at all costs! Leave extensive syntheses and textbooks to your future university teachers who have been working on the topic their whole lives.

Avoid extensive descriptive introductions containing multi-page repetitions of well-known information, to which it would have been sufficient to refer in a footnote or cite them otherwise. The scope of the theoretical introduction is limited.

Less is often more! It is better to choose a relatively narrow topic and focus on it. When writing, do not run away from it unnecessarily and ignore aspects unrelated to it. It will help to clearly define the goals of the work, its methodology, and the concepts essential for the EE.

CITATION⁴

Correctly acknowledging various sources is essential knowledge every student at Gymnázium a SOS must handle. Students must be aware that even unintentional representation of the ideas, words or work of another person without appropriate and transparent referencing is plagiarism. When working with secondary literary sources, it is always necessary to make proper notes about the source to

⁴ Academic Integrity Policy, 2021. Gymnázium a SOS Rokycany. Rokycany, Czech Republic.

prevent confusion or unwitting usage of others' work as you may be working with multiple sources and forget where each piece of information was taken from.

The basic rule when citing is to ensure the reader knows exactly what idea was used and where the source was found. For that purpose, referencing and bibliographic citation are used. It is also crucial to distinguish between **direct citation (quotation)** and **indirect citation (paraphrase)**.

Students at our school are taught the APA style academic writing. Therefore, all examples of citing and referencing provided in this document follow the guidelines of the APA style. Furthermore, the school keeps abreast with the latest updates and changes in the APA style.

Direct citation

- the used text is the exact words of somebody else
- it includes the original typographical arrangement
- quotation marks are used with short citations
- quotation marks are not used with long citations
- the author, the work's publication year and the page are acknowledged

Indirect citation – paraphrasing

- the students own words are used to represent the idea
- it does not change the meaning of the original idea
- quotation marks are not used
- the author, the work's publication year are acknowledged, page may be acknowledged or omitted
- it is usually shorter than the original text
- it is more appropriate when the idea described is not unique or crucial

To paraphrase correctly you first need to fully understand the original text. Paraphrase is not created only by exchanging a few words for their synonyms.

Plagiarism

Committing plagiarism means representing as your own others' ideas, visual materials, graphs, charts etc. without properly acknowledging the author.

Samples of direct / indirect citation and plagiarism

The examples provided in this document represent only the basics of the APA style. As there are various sources from which students can cite, they are taught the differences throughout their studies. Furthermore, the examples are not cited from a real source. They are used only to illustrate how to cite according to the APA style.

Direct citation

Short quotations (less than 40 words and including the author's name in the text)

According to Votrel (2020), "learning any academic writing style is essential for all students" (p. 4).

OR

Votrel (2020) found "learning any academic writing style is essential for all students" (p.4); but which writing style is the right one?

Short quotations (less than 40 words and including the author's name in parentheses)

He claimed, "learning any academic writing style is essential for all students" (Votrel, 2020, p. 4), but he did not state which one is the best.

Long quotations (more than 40 words)

There are no quotation marks and it is written as a subsequent paragraph.

There are various academic writing styles. We have the APA style, the MLA style, the Chicago style, and many others. But there is one thing which all of them have in common. According to Votrel (2020):

Learning any academic writing style is essential for all students. In higher education, all students are asked to write an academic work, or a thesis. And to achieve an adequately good work or a thesis, it is necessary for them to know how to write them. That is why learning any academic writing style is so important. And even though they may encounter a different writing style than the one they had learnt; the basics are all very similar. (p. 4)

Therefore, it does not matter which writing style students learn, but it is important that they learn at least one properly in order to write a good academic work or a thesis.

Indirect citation – paraphrasing

Votrel (2020) states that *all students need to know at least one academic writing style, because at certain point in their studies, they will be asked to write in that style.*

OR

All students need to know at least one academic writing style, because at certain point in their studies, they will be asked to write in academic style (Votrel, 2020, p. 4).

The sources will be credited as follows:

Votrel, M. (2020). Why learning academic writing styles is essential. GaSOS School Press.

Plagiarism of the following text with no acknowledgement (compare with the long quotation above)

There are many academic writing styles in the world. We have the APA style, the MLA style, the Chicago style, and many others. But there is one thing which all of them have in common. It is the fact that learning any academic writing style is essential for all students. In higher education, all students are asked to write an academic work, or a thesis. And to achieve an adequately good work or a thesis, it is necessary for them to know how to write them. That is why learning any academic writing style is so important. And even though they may encounter a different writing style than the one they had learnt; the basics are all very similar.

Therefore, it does not matter which writing style students learn, but it is important that they learn at least one properly in order to write a good academic work or a thesis.

What has to be cited?

If you represent others' ideas, visual materials, graphs, charts etc. it is necessary to properly acknowledge the author. If you use another author's data for your own graph or chart you must

acknowledge the source. If you use another person's idea, opinion or results of work you must acknowledge the author.

When citing you must clearly distinguish what you claim as the author of the work and what is an idea taken from another author. Even in works where sources are properly acknowledged, it sometimes happens that there is no clear distinction between citing and commenting the quotation.

Another problem may occur when students use sources obtained at second hand using ideas from publications that were not available to them but only use through another persons' work. This practice is permissible only in cases when the publications are rare or inaccessible and it must be clearly marked in the person's work.

What does not have to be cited?

Facts of common knowledge do not have to be cited. It may include the cornerstone of a certain field or anything that is considered to be general knowledge or generally known facts.

For example, when you write:

„... after signing the Maastricht Treaty in February 1992...“

It is not necessary to acknowledge the source as the date of signing the treaty is a generally known fact. On the other hand, when the whole passage is used word by word the source must be acknowledged.

„... The "Treaty on the European Union" which was signed in Maastricht on February 7th 1992, was the biggest step taken on the path to a political union in Europe since the Treaties of Rome in 1957.“ (Hellfeld 2009).

In text citation

- In the Czech Republic there are two commonly used citation systems either for quotations or when paraphrasing. The first is the Harvard style (the method of name and year) and the second is numbered citations (sources are given under specific numbers).
- It is necessary to choose only one style and be consistent throughout the whole work
- Do not forget that the bibliography must be adapted according to the chosen style. When using Harvard style, the year of publishing follows right after the author's name. When using the numbered citations, the bibliography is not listed in alphabetical order, but according to its occurrence in the text.
- If the source is acknowledged before a full stop it applies only to the given sentence. If the source is acknowledged after a full stop it applies to the whole paragraph up to the given sentence.
- If you want to paraphrase text within one paragraph, the source is cited below the paragraph after a full stop. When you mention the author's name, the source may be cited in the middle of a paragraph. This citation then applies to the given sentence or a whole logical part.

Numbered citation

Sources are listed in the order they appear in the text. Every time you want to acknowledge the source you provide a number in brackets which indicates one source. If you make use of the same source

again the same number is used. These numbers are then listed in bibliography. Therefore, the sources are not listed in alphabetical order.

Harvard style

When acknowledging the source mostly round brackets are used which include the author's name, year of publishing and as the case may be page range. The author's name is given in the following form: initial of the first name, dot, surname. If the author has more publications released in one year, they are marked as follows: 2000a, 2000b, 2000c, etc. These are listed in the bibliography in the same way in alphabetical order. The year of publishing follows the author's name (divided by a comma, the year is followed by a dot) and then it is not necessary to provide it in the following parts. If the author is not provided the citation will be as follows: (Anon, year of publishing) or the name of the publication is used instead of the author. If the year is not given the term "undated" is used.

Every citation is provided at the place where it is used in the text, e.g. Vlach (1999) claims, that, ...according to Fischer (2009) the otter is... or this fact has been verified by many publications (Vlach 1999, Fischer 2009), "...stone crayfish inhabits small and medium watercourses" (Vostradovská 2001).

If the publication has two authors the citation is as follows: e.g. Vlach and Fischer (2004) indicate that... or "...seasonal influence of food on fish length have been described by a number of publications" (Halačka and Lusk 2005).

If there are three and more authors, only the first author's name is used and then "et al". followed by the year of publication, e.g. Štambergová et al. (2009).

In text citation:

(Dupont, 1999) – 1 author

(Dupont and Durand, 2007) – 2 authors

(Dupont et al., 2006) – 3 and more authors

Types of sources

In their work students should not use excessive number of references and only really relevant citations should be integrated. All the sources used in the text must be acknowledged and listed in bibliography. Reviewed sources are highly recommended to use. These could be publications or articles peer-review periodicals (paper or electronic version). Use internet sources only if there is no such analogous publication to be found, where the desired information can be obtained. All entries in the bibliography must correspond to references in the text and vice versa.

Bibliography

In the bibliography it is necessary to distinguish various resources, paper, electronic, publication, article or combination of the above.

Publication

Author. Year. Book title . Place: Publisher.

Pinker, S. 2002. The Blank Slate. London: Penguin Books.

If there is more than one author, there should be a comma separating the authors.

Seifert, K. L., Hoffnung, R.J. and Hoffnung, M. 2000. Lifespan development. 2nd ed. Boston: Houghton Mifflin.

Journal

Author. Year. Article Title. Journal Title volume (issue), pages.

If there is more than one author, there should be a comma separating the authors.

Dupont G. 2009. The title. *Knowl Manag Aquat Ecosyst* 90: 80–95.

Dupont A, Cortes RMV, Smith D. 2006. The title. *Knowl Manag Aquat Ecosyst* 382: 1–18.

Web document

Author or Editor (if available). Year (if available). Title [Online]. Place: Publisher (if available).

Available at: web address of document [Accessed: day Month year].

If the author is unknown the term “anon” is used.

Bystřický V., 2011. Blovický smyk po osmé. Available at: <http://www.blovice.info/smyk8.php>, Accessed: 12th April 2013.

Anon, 2003. Upíři existují. Available at: <http://www.blesk.cz/upiri-existuji.html>, Accessed: 13th February 2013.

It is also very advantageous to use citation management sites to help you create citations correctly for your bibliography.

e.g. www.citethisforme.com, https://owl.purdue.edu/owl/purdue_owl.html

References:

Anon, (2020). [online] Available at: <https://www.kmae-journal.org/author-information/instructions-for-authors> [Accessed 8 Dec. 2020].

EE CALENDAR

DP year 1

October	EE – presentation, basic introduction
January	EE – subject and topic proposal
February	EE – supervisors assigned, agreement signed
March	EE – initial reflection session
April	EE – 1st supervisor reflection
May	EE – introduction and outline presentation
June	EE – 2nd supervisor reflection

DP year 2

September	EE – interim written reflection
October	EE – 1st draft deadline EE – presentation
November	EE – final draft deadline
December	EE – final draft written report
March	Finalise CAS Portfolio (by March 10th)

EE ASSESSMENT

The extended essay is assessed using generic assessment criteria complemented by subject-specific interpretations of the criteria. Students should have access to this early on in the process so that they are clear about how their work will be assessed. They should also be able to view exemplars of extended essays along with the accompanying examiner comments. Through the supervision and reflection process, as part of the learning process, students should be tracking their progress, monitoring specific issues and reflecting on their own learning and skills development.⁵

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.

The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C – work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.⁶

The grades and related criteria are described in Extended Essay Guide (2016). IB Publishing Ltd. Hague, Netherlands.

IB DIPLOMA AND GRADUATION REQUIREMENTS

EE is one of the **core elements** of IB DP (alongside **TOK** and **CAS**).

To be awarded the IB Diploma a candidate (concerning EE):

- cannot be awarded "N" for EE
- cannot be awarded grade E in TOK and (or) the EE

⁵ *Extended Essay Guide* (2016). IB Publishing Ltd. Hague, Netherlands.

⁶ What is the Extended Essay. Cited: 2. 9. 2021, <https://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/what-is-the-extended-essay/>

IMPORTANT CONTACTS

Kamila Bártová

EE coordinator

EE office hours:

bartova@gasos-ro.cz

room 321

Barbora Reynaert

External EE Advisor

reynaert@gasos-ro.cz

