

**Hardaway High School
Columbus, GA 31906
School Code: 1351**



IBDP & IBCP Handbook

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. (IB Organization)

This handbook belongs to:

JR Candidate # _____

SR Candidate # _____

This handbook has been modified to reflect the requirements of the May 2018 Programme Cohort.

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This handbook should serve as your workbook for the IB Programme. It should be used throughout your Junior and Senior years. Those who wish additional information may consult the Hardaway IB Website, <http://sites.muscogee.k12.ga.us/hardaway/>. Electronic versions of all forms are available on the website.



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.

WHAT IS THE STRUCTURE OF AN IB DIPLOMA?

SUBJECT GROUPS

The student must study one course in each of the six subject groups.

GROUP 1 – ENGLISH HL

GROUP 2 – SPANISH B HL, Spanish B SL, Latin B SL, French B SL,
Spanish ab inicio SL, French ab inicio SL

GROUP 3 – HISTORY HL, History SL

GROUP 4 – BIOLOGY HL, Biology SL, Environmental Science SL, *Chemistry SL

GROUP 5 – Math Studies SL, Mathematics SL, *MATHEMATICS HL

GROUP 6 – VISUAL ARTS HL, Visual Arts SL, THEATRE ARTS HL,
Theatre Arts SL, Music SL, Music HL (you can substitute
something from another group in this area)[#]

HL & SL REQUIREMENTS

HIGHER LEVEL, or HL (minimum 240 teaching hrs)

At HHS, we offer HL in:

ENGLISH
HISTORY
THEATRE ARTS
SPANISH

BIOLOGY
MATHEMATICS
VISUAL ARTS
MUSIC

STANDARD LEVEL, or SL (minimum 150 teaching hrs)

AT HHS, we offer SL in:

SPANISH
BIOLOGY
VISUAL ARTS
*CHEMISTRY
FRENCH
MATH STUDIES
SPANISH AB INICIO

ENVIRONMENTAL SCIENCE
THEATRE ARTS
MUSIC
LATIN
HISTORY
MATHEMATICS
FRENCH AB INICIO

Understanding IB Credential Awards

The IB Diploma will be awarded provided all the following requirements have been met.

- a. CAS requirements have been met. (To be determined by the school)
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

[#]Understand that by not selecting a Group 6 elective, you are limited to English, History, and Biology for your HL courses senior year and that you will not have room for any elective courses.

³Understand that by selecting HL history, students will have two IB history courses in grade 12.

*Understand that IB Chemistry and HL Mathematics are largely independent study courses.

WHAT IS THE STRUCTURE OF AN IB CAREER-RELATED CERTIFICATE?

SUBJECT GROUPS

The student must study two to four courses in any of the subject groups.

- GROUP 1 – ENGLISH HL
- GROUP 2 – SPANISH B HL, Spanish B SL, Latin B SL, French B SL
- GROUP 3 – HISTORY HL, History SL
- GROUP 4 – BIOLOGY HL, Biology SL, Environmental Science SL, *Chemistry SL
- GROUP 5 – Math Studies SL, Mathematics SL, *MATHEMATICS HL
- GROUP 6 – VISUAL ARTS HL, Visual Arts SL, THEATRE ARTS HL, Theatre Arts SL, Music SL, Music HL (you can substitute something from another group in this area)

HL & SL REQUIREMENTS

There are NO HL/SL requirements for IBCP Candidates, but you have access to all of the same course options.

HIGHER LEVEL, or HL (minimum 240 teaching hrs)
At HHS, we offer HL in:

ENGLISH
HISTORY
THEATRE ARTS
SPANISH

BIOLOGY
MATHEMATICS
VISUAL ARTS
MUSIC

STANDARD LEVEL, or SL (minimum 150 teaching hrs)
AT HHS, we offer SL in:

SPANISH
BIOLOGY
VISUAL ARTS
*CHEMISTRY
FRENCH
MATH STUDIES

ENVIRONMENTAL SCIENCE
THEATRE ARTS
MUSIC
LATIN
HISTORY
MATHEMATICS

Career-related Course Requirements

The student must complete a career pathway and pass the end of pathway exam at the level established for that particular career pathway.

CAREER PATHWAYS (three consecutive)
AT HHS, we offer:

BUSINESS COMMUNICATIONS
JROTC
CONSTRUCTION

MARKETING
HEALTHCARE
ACCOUNTING

Understanding IB Credential Awards

The **IB Career-Related Certificate** will be awarded provided all the following requirements have been met.

- a. Personal & Professional Skills course requirements have been met. (To be determined by the school)
- b. CSL requirements have been met. (To be determined by the school)
- c. The Language Development Portfolio has been completed satisfactorily. (To be determined by the school)
- d. There is no “N” awarded for the Reflective Project.
- e. There is no grade E awarded for the Reflective Project.
- f. There is no grade 1 awarded in a subject/level.
- g. The candidate has earned a score of 3 or better in two Diploma subjects (HL or SL).
- h. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

University course credits awarded for IB subjects will be determined by each university. It is for this reason, you should research where you intent to apply/attend in order to find out how many/which credits you may earn.

*Understand that IB Chemistry and HL Mathematics are largely independent study courses.

Course Sequence for HHSPIB/IB Courses

Grade 9

All incoming 9th grade IB program magnet students take the following courses:

- HHSPIB* Physical Science or HHSPIB Environmental
- HHSPIB Ninth Grade Literature
- HHSPIB Citizenship (1/2 credit)
- HHSPIB Economics (1/2 credit)
- HHSPIB Algebra I, HHSPIB Accelerated Algebra I/Analytic Geometry A, OR HHSPIB Accelerated Geometry B/Algebra II
- HHSPIB Spanish I, HHSPIB Spanish II (if they have a Spanish I credit from grade 8), HHSPIB French I, OR HHSPIB Latin I
- Some students elect to also take an HHSPIB arts elective – music, theatre, or visual arts
- Personal Fitness/Health

*The HHSPIB designation is the equivalent to Honors for purposes of weighted GPA.

Grade 10

In grade 10, the students choose whether to pursue the Diploma Programme (IBDP) or the Career Programme (IBCP). Diploma Programme students continue in those same 5-6 HHSPIB courses while Career Programme students choose a career pathway to begin and continue in 2-4 HHSPIB courses. The courses below are those available to sophomores.

- HHSPIB Environmental Science OR HHSPIB Chemistry
- HHSPIB American Literature
- HHSPIB US History
- HHSPIB Analytic Geometry OR HHSPIB Accelerated Geometry/Advanced Algebra
- HHSPIB Spanish II, HHSPIB Spanish III, HHSPIB French II, or HHSPIB Latin II
- Some students who did not take an arts elective in 9th grade take an HHSPIB arts elective
- AP Music Theory (for students who intend to pursue IB music in 11th grade)
- Elective course
- Career pathway course(s)

Grade 11

In grade 11, students continue the path they have selected (IBDP or IBCP). It is during this year that program “extras” are also added to their course load.

The “extras” are:

- CAS - 18 months of weekly involvement in service/self-development (spread over 11th and 12th grade years)
- Theory of Knowledge OR Personal & Professional Skills (courses they must take to fulfil the requirements of the program, but are not part of the regularly scheduled day and not for a grade)
- Extended Essay (3000-4000 word research paper for IBDP students between 11th and 12th grade)
- Reflective Project (Research project related to an ethical dilemma for IBCP students between 11th and 12th grade)
- Language Development Portfolio (50 hours of language learning and cultural exploration undertaken by IBCP students between 11th and 12th grade)

The following courses are the options during the junior year.

- IB Biology Year 1
- IB English Year 1
- HHSPIB World History
- HHSPIB Advanced Algebra OR IB Mathematics Year 1
- HHSPIB Spanish III, IB Spanish Year 1, HHSPIB French III, OR HHSPIB Latin III
- IB Music Year 1, IB Theatre Year 1, OR IB Visual Arts Year 1 (satisfies IB elective requirement for IBDP)
- IB Business and Management Year 1 (satisfies IB elective requirement for IBDP)
- Elective course
- Career pathway course(s)

Grade 12

Again, the students follow the path they have chosen, IBDP or IBCP, which determine which/how many of the IB level courses they take during senior year.

- They complete the “extras” during this year and actually have to defend their service/self-development portfolio in front of a panel.
- The IBDP students must take 3 Higher Level (HL) courses (as opposed to Standard Level (SL)) in which there are additional curriculum and hour requirements.
- The IBCP students may take HL or SL for their IB level courses as there is no mandated requirement regarding that selection.

The senior courses are as follows:

- IB Biology Year 2 (HL or SL) AND/OR IB Chemistry Year 1 (HL or SL) AND/OR IB Environmental Systems and Societies (SL only) – Students may take two of these courses to fulfil the IBDP elective requirement.
- IB English Year 2 (HL only)
- IB 20th Century World History (SL)
- IB History of the Americas (HL; must also take 20th Century World)
- IB Math Studies (SL only) OR IB Mathematics Year 2 (SL or HL)
- IB Music Year 2, IB Theatre Year 2, OR IB Visual Arts Year 2
- IB Business and Management Year 2 (HL or SL)
- Elective course
- Career pathway course(s)

Theory of Knowledge (for Diploma Candidates)



“Knowledge has to be improved, challenged, and increased constantly, or it vanishes.” — **Peter Drucker**

“Any fool can know. The point is to understand.” — **Albert Einstein**

“No thief, however skillful, can rob one of knowledge, and that is why knowledge is the best and safest treasure to acquire.” — **L. Frank Baum**

“I cannot teach anybody anything. I can only make them think” — **Socrates**

TOK and the learner profile attributes

Attribute	Link to TOK
Inquirers	TOK students seek to find out how knowledge is constructed using various ways of knowing and by considering what constitutes knowledge in various areas of knowledge. It is a fundamental premise of TOK that personal knowledge should not result from simple acceptance of knowledge claims without sufficient inquiry and evidence.
Knowledgeable	TOK students strive to be knowledgeable about the nature of knowledge. This means becoming knowledgeable about the methods of inquiry of a variety of subject areas, from a number of perspectives. Students are encouraged to explore the processes by which individuals arrive at their own knowledge and understanding of the world and the presuppositions that underpin this understanding.
Thinkers	TOK students examine thinking in order to understand what constitutes good thinking and also to recognize potential flaws in thought processes. Students also think about what thinking is required in a variety of situations, as well as how thinking relates to emotional processing and intuition.
Communicators	TOK students are required by the TOK assessment tasks to communicate their understanding and perspective in both oral and written form. Students also study the language that is used to develop a body of knowledge, so they learn what gives language its power as well as what causes failures of communication.
Principled	TOK students scrutinize knowledge in a critical manner, leading to what could be called principled knowledge. Students are required to examine the relationship between possessing knowledge and the moral obligations that this carries. Learning to see the world from a TOK perspective challenges students to think about acting in principled ways.
Open-minded	TOK students need to be open-minded about knowledge claims they encounter. They will learn not to simply accept claims at face value, but to consider the factual accuracy of any proposition and the potential emotional, social or cognitive bias of any person making a proposition. At the same time, they must learn to balance skepticism with belief, and recognize that in many situations there is a need to make decisions without possessing absolute certainty.
Caring	TOK students are asked to care about how they use their knowledge. This necessarily means thinking about how knowledge can be used in sympathetic, empathetic and compassionate ways.
Risk-takers	TOK students must be willing to risk questioning what they hold to be true. This means that they must be willing to risk being wrong. When we are willing to accept being wrong then we make progress towards correcting existing misconceptions and increasing our knowledge and understanding of the world. The word “judgment” is central in TOK, and students should be prepared to take the risks involved in making judgments in matters where the evidence does not definitively favour one view or another, while at the same time acknowledging the provisional nature of these judgments.
Balanced	TOK students are committed to viewing knowledge claims from different perspectives. They are also required to consider a range of areas of knowledge. TOK requires a balance of ability in speaking and writing, and a balance of ability in drawing general conclusions from specific examples and in drawing on specific examples to demonstrate general claims.
Reflective	TOK students learn to reflect on the degree to which their own and other people’s motivations, beliefs, thought processes and emotional reactions influence what they know and what they are capable of knowing.

TOK at a glance

Knowing about knowing

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

The ways of knowing

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are **language, sense perception, emotion, reason, imagination, faith, intuition, and memory**. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate.

The WOKs have two roles in TOK:

- they underlie the methodology of the areas of knowledge
- they provide a basis for personal knowledge.

Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate.

Since they rarely function in isolation, the TOK course should explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower. This might be reflected in the way the TOK course is constructed. Teachers should consider the possibility of teaching WOKs in combination or as a natural result of considering the methods of areas of knowledge, rather than as separate units.

The areas of knowledge

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are **mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems**. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

The **knowledge framework** is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

Assessment

There are two assessment tasks in the TOK course: an essay and a presentation. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.

The presentation can be done individually or in a group, with a maximum group size of three. Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Before the presentation each student must complete and submit a presentation planning document (TK/PPD) available in the Handbook of procedures for the Diploma Programme. The TK/PPD is internally assessed alongside the presentation itself, and the form is used for external moderation.

The nature of TOK

The task of TOK is to examine different areas of knowledge and find out what makes them different and what they have in common.

At the centre of the course is the idea of knowledge questions. These are questions such as:

- what counts as evidence for X?
- what makes a good explanation in subject Y?
- how do we judge which is the best model of Z?
- how can we be sure of W?
- what does theory T mean in the real world?
- how do we know whether it is right to do S?

While these questions could seem slightly intimidating in the abstract, they become much more accessible when dealt with in specific practical contexts within the TOK course. They arise naturally in the subject areas, the extended essay and CAS. The intention is that these contexts provide concrete examples of knowledge questions that should promote student discussion.

Discussion forms the backbone of the TOK course. Students are invited to consider knowledge questions against the backdrop of their experiences of knowledge in their other Diploma Programme subjects but also in relation to the practical experiences offered by CAS and the formal research that takes place for the extended essay. The experiences of the student outside school also have a role to play in these discussions, although TOK seeks to strike a balance between the shared and personal aspects of knowledge.

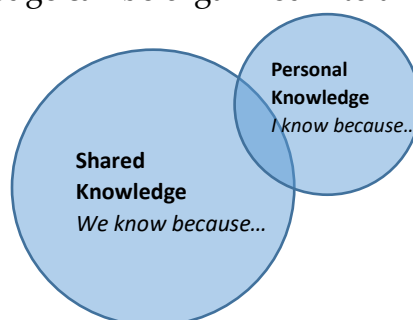
Recognizing the discursive aspect of the course, the TOK presentation assesses the ability of the student to apply TOK thinking to a real-life situation. The TOK essay gives the opportunity to assess more formal argumentation prompted by questions of a more general nature.

Engaging with sensitive topics

Studying TOK allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can also be sensitive and personally challenging. Teachers should be aware of this and provide guidance to students on how to approach and engage with such topics in a responsible manner.

Knowledge in TOK

Knowledge can be viewed as the production of one or more human beings. It can be the work of a single individual arrived at as a result of a number of factors including the ways of knowing. Such individual knowledge is called **personal knowledge** in this guide. But knowledge can also be the work of a group of people working together either in concert or, more likely, separated by time or geography. Areas of knowledge such as the arts and ethics are of this form. These are examples of **shared knowledge**. There are socially established methods for producing knowledge of this sort, norms for what counts as a fact or a good explanation, concepts and language appropriate to each area and standards of rationality. These aspects of areas of knowledge can be organized into a **knowledge framework**.



Knowledge claims

In TOK there are two types of **knowledge claims**.

- Claims that are made within particular areas of knowledge or by individual knowers about the world. It is the job of TOK to examine the basis for these first-order claims.
- Claims that are made about knowledge. These are the second-order claims made in TOK that are justified using the tools of TOK which usually involve an examination of the nature of knowledge.

Both types of knowledge claims might be found in TOK. The first type will feature in examples offered in the essay and presentation illustrating the manner in which areas of knowledge go about the business of producing knowledge. The second type will constitute the core of any piece of TOK analysis.

Knowledge questions

TOK is primarily concerned with **knowledge questions**. This phrase is used often in describing what is seen in a good TOK presentation or a good TOK essay. An essay or presentation that does not identify and treat a knowledge question has missed the point. It also occurs in the assessment descriptors that examiners use to mark the essay and that the teacher uses to mark the presentation. To put it briefly, the whole point of the presentation and essay tasks is to deal with knowledge questions.

Knowledge questions are questions about knowledge, and contain the following features.

- Knowledge questions are questions about knowledge. Instead of focusing on specific content, they focus on how knowledge is constructed and evaluated.
- Knowledge questions are open in the sense that there are a number of plausible answers to them. The questions are contestable. Dealing with open questions is a feature of TOK. Many students encountering TOK for the first time are struck by this apparent difference from many of the other classes in their school experience. Many find the lack of a single “right” answer slightly disorienting. Nevertheless, knowledge questions underlie much of the knowledge that we take for granted. Much of the disagreement and controversy encountered in daily life can be traced back to a knowledge question. An understanding of the nature of knowledge questions can allow a deeper understanding of these controversies.

Assessment outline

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course.

Both the essay and the presentation are assessed using global impression marking. The essay contributes 67% of the final mark and the presentation contributes 33% of the final mark.

Assessment component	Marks available
<p>Part 1 Essay on a prescribed title</p> <p>One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for the May examination session.</p> <p>The maximum length for the essay is 1,600 words.</p> <p>All essays are externally assessed by the IB.</p>	10 marks
<p>Part 2 The presentation</p> <p>One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation.</p> <p>One written presentation planning document (TK/PPD) for each student.</p> <p>The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB.</p>	10 marks

Part 1: Essay on a prescribed title

General instructions

Each student must submit for external assessment an essay on any one of the six titles prescribed by the IB for each examination session.

The titles ask generic questions about knowledge and are cross-disciplinary in nature. They may be answered with reference to any part or parts of the TOK course, to specific disciplines, or with reference to opinions gained about knowledge both inside and outside the classroom.

The titles are not meant to be treated only in the abstract, or on the basis of external authorities. In all cases, essays should express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student's ability to link knowledge questions to AOKs and WOKs.

The chosen title must be used exactly as given; it must not be altered in any way. Students who modify the titles are likely to receive lower scores, since the knowledge questions that are explored in the essay must be connected to the titles in their prescribed formulation.

- If the title has been modified but it is still clear which prescribed title for the current session it refers to, the essay will be marked against that prescribed title. Any lack of relevance in the student's response to the prescribed title arising from this modification will be reflected in the score awarded.
- If it is clear that the title bears no literal resemblance to any title for the current session, the essay will be awarded a score of zero, in accordance with the TOK essay assessment instrument.

The essay must be written in standard 12 font and double spaced.

Acknowledgments and references

Students are expected to acknowledge fully and in detail the work, thoughts or ideas of another person if incorporated in work submitted for assessment, and to ensure that their own work is never given to another student, either in the form of hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other student.

Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text a student must clearly distinguish between their words and those of others by the use of quotation marks (or other method such as indentation) followed by an appropriate reference that denotes an entry in the bibliography or works cited. The title "bibliography" or "works cited" depends on the referencing style that has been chosen. If an electronic source is cited, the date of access must be indicated.

Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Students must be advised that visual material, text, graphs,

images and/or data published in print or in electronic sources that is not their own must also be attributed to the source. Again, an appropriate style of referencing/citation must be used.

Classroom handouts, if they are the original work of a teacher, must be cited in the same way as a book. If their contents have been taken from a separate source, that source should be cited.

Bibliography or works cited

The TOK essay is not primarily a research paper but it is expected that specific sources will be used and these must be acknowledged in a bibliography or works cited list.

The bibliography or works cited should include only those works (such as books, journals, magazines and online sources) used by the student. There needs to be a clear connection between the works listed and where they are used in the text. A list of books at the end of the essay is not useful unless reference has been made to all of them within the essay.

As appropriate, the bibliography or works cited list should specify:

- author(s), title, date and place of publication
- the name of the publisher or URL (<http://...>)
- the date when the web page was accessed, adhering to one standard method of listing sources.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of academic misconduct.

Essay length

The maximum length of the essay is 1,600 words. Extended notes, extensive footnotes or appendices are not appropriate to a TOK essay and may not be read.

The word count includes:

- the main part of the essay
- any quotations.
- The word count does not include:
 - any acknowledgments
 - the references (whether given in footnotes, endnotes or in-text)
 - any maps, charts, diagrams, annotated illustrations or tables
 - the bibliography.

Essays that exceed the word limit will be penalized in the following ways:

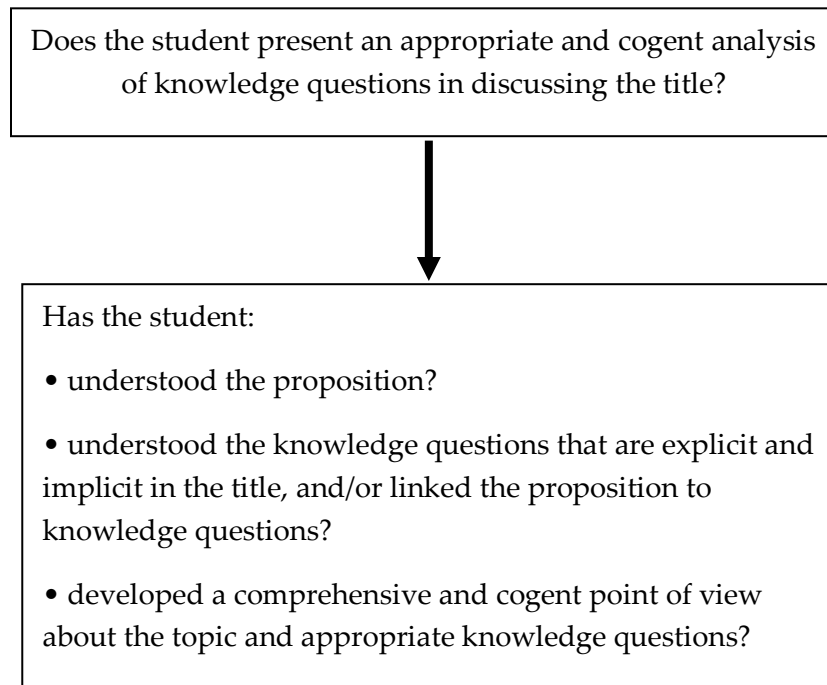
- examiners are instructed to stop reading after 1,600 words and to base their assessment on just the first 1,600 words.
- a 1 mark penalty will be applied to the essay.

Students are required to indicate the number of words when the essay is uploaded during the submission process.

Assessment of the TOK Essay

The following diagram shows the question underpinning a global impression judgment of the TOK essay.

This question is to shape the reading and assessing of TOK essays.



The judgment about the TOK essay is to be made on the basis of the following two aspects:

1. Understanding knowledge questions

This aspect is concerned with the extent to which the essay focuses on knowledge questions relevant to the prescribed title, and with the depth and breadth of the understanding demonstrated in the essay.

Knowledge questions addressed in the essay should be shown to have a direct connection to the chosen prescribed title, or to be important in relation to it.

Depth of understanding is often indicated by drawing distinctions within WOKs and AOKs, or by connecting several facets of knowledge questions to these.

Breadth of understanding is often indicated by making comparisons between WOKs and AOKs. Since not all prescribed titles lend themselves to an extensive treatment of an equal range of AOKs or WOKs, this element in the descriptors should be applied with concern for the particularity of the title.

Relevant questions to be considered include the following.

- Does the essay demonstrate understanding of knowledge questions that are relevant to the prescribed title?
- Does the essay demonstrate an awareness of the connections between knowledge questions, AOKs and WOKs?
- Does the student show an awareness of his or her own perspective as a knower in relation to other perspectives, such as those that may arise, for example, from academic and philosophical traditions, culture or position in society (gender, age, and so on)?

2. Quality of analysis of knowledge questions

This aspect is concerned only with knowledge questions that are relevant to the prescribed title.

Relevant questions to be considered include the following.

- What is the quality of the inquiry into knowledge questions?
- Are the main points in the essay justified?
- Are the arguments coherent and compelling?
- Have counterclaims been considered?
- Are the implications and underlying assumptions of the essay's argument identified?
- Are the arguments effectively evaluated?

Analysis of a knowledge question that is not relevant to the prescribed title will not be assessed.

Note: The TOK essay is not an assessment of first or second language literacy. Students should have properly edited their work, but whether they have done so is not in itself a matter for assessment. While the two are usually highly correlated, assessors will be wary of taking linguistic fluency for substantive understanding and analysis of knowledge questions. A fluent and stylish rendition of different knowledge questions does not in itself amount to analysis or argument. Discussion of knowledge questions must be clearly related and appropriately linked to a set title. Equally, an essay written with minor mechanical and grammatical errors can still be an excellent essay and examiners will not take these errors into consideration when marking the essay. It is only when these errors become major and impede the comprehension of the essay that they will be taken into account.

TOK essay assessment instrument

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?						
Aspect	Level 5 Excellent 9–10	Level 4 Very good 7–8	Level 3 Satisfactory 5–6	Level 2 Basic 3–4	Level 1 Elementary 1–2	Irrelevant 0
Understanding knowledge questions	There is a <i>sustained focus</i> on knowledge questions connected to the prescribed title and are well chosen— developed with <i>investigation of different perspectives</i> and linked effectively to areas of knowledge and/or ways of knowing.	There is a <i>focus</i> on knowledge questions connected to the prescribed title— developed with <i>acknowledgment of different perspectives</i> and linked to areas of knowledge and/or ways of knowing.	There is a <i>focus</i> on some knowledge questions connected to the prescribed title—with <i>some development</i> and linking to areas of knowledge and/or ways of knowing.	<i>Some knowledge questions</i> that are connected to the prescribed title are considered, but the essay is largely <i>descriptive</i> , with <i>superficial or limited links</i> to areas of knowledge and/or ways of knowing.	The essay has only very limited relevance to the prescribed title—relevant points are <i>descriptive</i> .	The essay does not reach a standard described by levels 1–5 or is not a response to one of the prescribed titles on the list for the current session.
Quality of analysis of knowledge questions	Arguments are <i>clear</i> , supported by real-life examples and are <i>effectively evaluated</i> ; counterclaims are extensively <i>explored</i> ; implications are <i>drawn</i> .	Arguments are <i>clear</i> , supported by real-life examples and are <i>evaluated</i> ; some counterclaims are identified and <i>explored</i> .	<i>Some arguments</i> are <i>clear</i> and supported by examples ; some counterclaims are <i>identified</i> .	Arguments are offered but are <i>unclear</i> and/or <i>not supported</i> by effective examples .	Assertions are offered but are <i>not supported</i> .	
Some possible characteristics						
	Cogent Accomplished Discerning Individual Lucid Insightful Compelling	Pertinent Relevant Thoughtful Analytical Organized Credible Coherent	Typical Acceptable Mainstream Adequate Competent	Underdeveloped Basic Superficial Derivative Rudimentary Limited	Ineffective Descriptive Incoherent Formless	

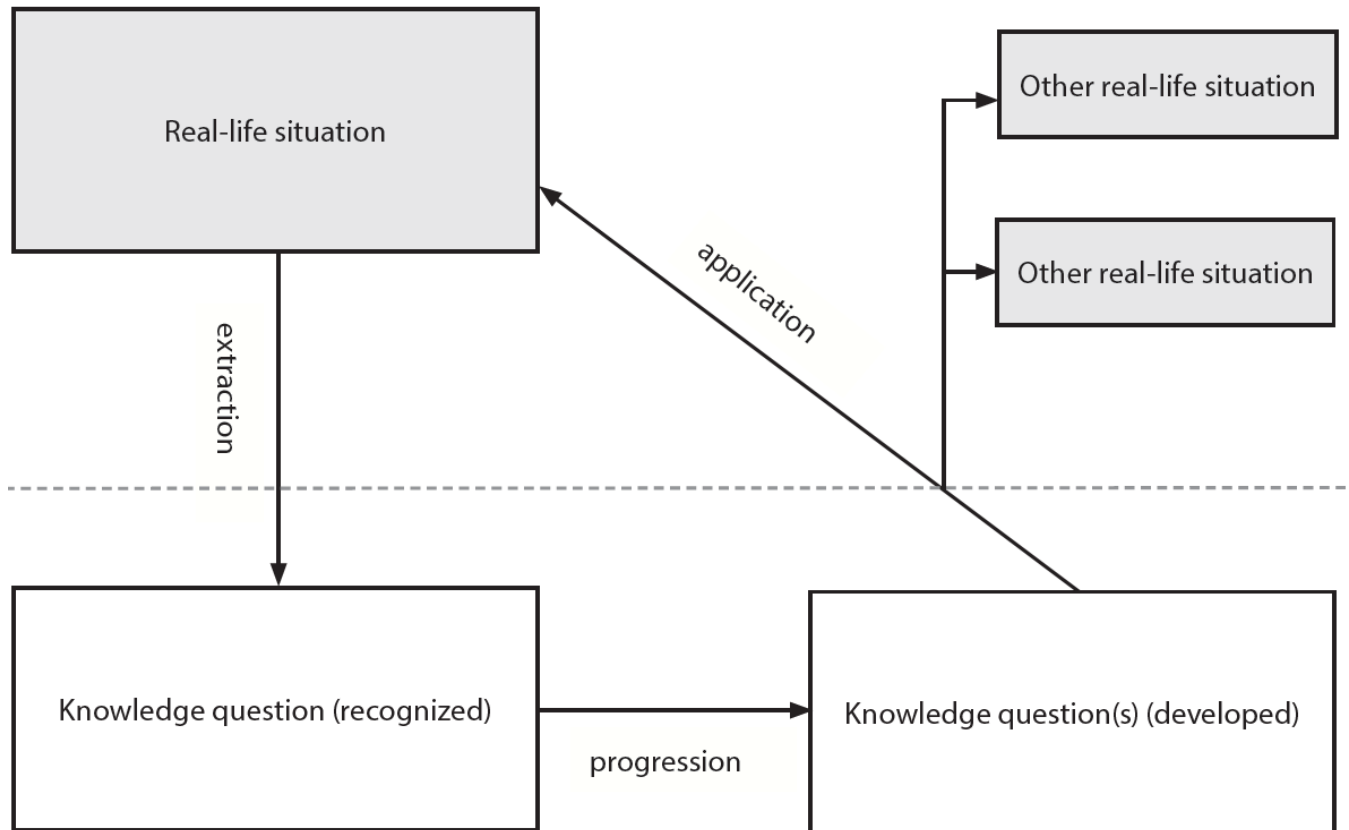
Part 2: The presentation

General instructions

Students must make one or more individual and/or small group presentations to the class during the course. Presentations must be delivered in a language accessible to all members of the class (if the school has been notified to submit presentation recordings, those presentations must be given in the language for which the students have been, or will be, registered).

The maximum group size is **three**. If a student makes more than one presentation, the teacher should choose the best one (or the best group presentation in which the student participated) for the purposes of assessment. **Students are not permitted to offer presentations on the same specific subject matter more than once.** This refers to either the same knowledge question, or the same real-life situation. It is advised that the presentation should take place towards the end of the course, as otherwise students may not have had the chance to develop skills such as formulating knowledge questions which are key to this task.

The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.



The student is required to extract and explore a knowledge question from a substantive real-life situation. For this reason, it is wise that students avoid real-life situations that need a great deal of explanation from outside sources before the extracted knowledge question can be understood in context.

The diagram indicates that a successful presentation will have several dimensions.

- The two levels in the diagram represent the students' experiences in the TOK course (lower level) and in the world beyond it (upper level). The connections between the levels demonstrate the relevance of TOK to life beyond the TOK classroom.
- At the "real-world" level, there is the real-life situation from which a knowledge question must be extracted.
- This knowledge question, residing in the "TOK world", must be developed using ideas and concepts from the TOK course, and in this progression it is likely that other related knowledge questions will be identified and will play a part in taking the argument forward.
- The product of this reflection can be applied back (during and/or after the development) to the real life situation at the "real-world" level.
- In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense.

Presentations may take many forms, such as lectures, interviews or debates. Students may use multimedia, costumes, or props to support their presentations. However, under no circumstances should the presentation be simply an essay read aloud to the class. While pre-recorded inserts within a presentation are permissible, the presentation itself must be a live experience and not a recording of the presentation.

If students incorporate the thoughts and ideas of others into the presentation, this must be acknowledged. Before the presentation, the individual or group must give the teacher a copy of the presentation planning document. This is part of the assessment procedure (see below). The document is not to be handed out to the audience.

Presentation duration

Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Presentations should be scheduled to allow time for class discussion afterwards.

Interaction and audience participation are allowed during the presentation, not just in follow-up discussion, but there must be an identifiable substantial input from the presenter(s) that is assessable.

Presentation planning document (TK/PPD)

Each student must complete and submit a presentation planning and marking document (TK/PPD).

The procedure is as follows.

- The student will complete the student sections of the TK/PPD form.

- The student will provide a hard copy to the teacher for reference during the presentation.
- The student will subsequently give the presentation.
- The teacher will authenticate each student’s form and add comments on the presentation.

The section to be completed by the student requires responses to the following.

Describe your real-life situation.

State your central knowledge question.

Explain the connection between your real-life situation and your knowledge question.

Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions and arguments.

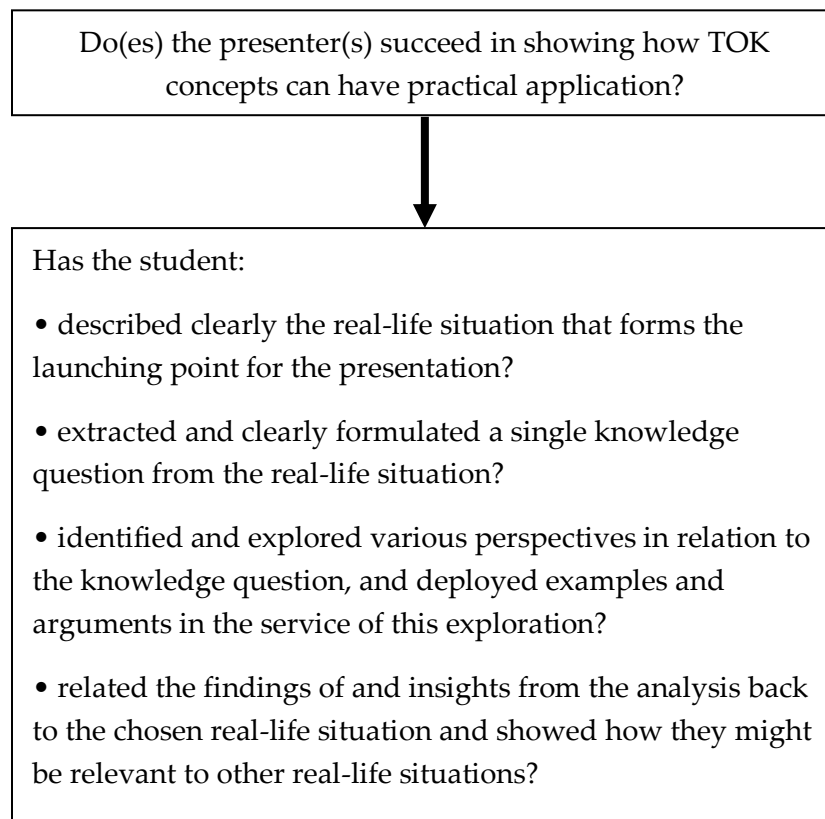
Show how your conclusions have significance for your real-life situation and beyond.

This should be presented in skeleton or bullet point form, typed in standard 12 font and not exceed 500 words. It is acceptable to include diagrams, as long as they are clearly related to the text. It is not permitted to exceed the two sides of the TK/PPD form.

Participants in a group presentation must be given the same marks. In a group presentation, not every student need speak for the same amount of time, but it is the presenters’ responsibility to ensure that all members of the group participate actively and make comparable contributions.

Assessment of the TOK Presentation

The following diagram shows the question underpinning a global impression judgment of the TOK presentation.



TOK presentation assessment instrument

Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?					
Level 5 Excellent 9–10	Level 4 Very good 7–8	Level 3 Satisfactory 5–6	Level 2 Basic 3–4	Level 1 Elementary 1–2	Irrelevant 0
The presentation is focused on a <i>well-formulated knowledge question</i> that is <i>clearly connected</i> to a <i>specified real-life situation</i> . The knowledge question is <i>effectively explored</i> in the context of the real-life situation, using <i>convincing arguments</i> , with <i>investigation of different perspectives</i> . The outcomes of the analysis are shown to be <i>significant to the chosen real-life situation and to others</i> .	The presentation is focused on a knowledge question that is <i>connected</i> to a <i>specified real-life situation</i> . The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>clear arguments</i> , with <i>acknowledgment of different perspectives</i> . The outcomes of the analysis are shown to be <i>significant to the real-life situation</i> .	The presentation identifies a knowledge question that has <i>some connection</i> to a <i>specified real-life situation</i> . The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>some adequate arguments</i> . There is <i>some awareness of the significance of the outcomes of the analysis</i> .	The presentation identifies a knowledge question and a real-life situation , although the <i>connection between them may not be convincing</i> . There is <i>some attempt</i> to explore the knowledge question. There is <i>limited awareness of the significance of the outcomes of the analysis</i> .	The presentation describes a real-life situation without reference to any knowledge question , or treats an abstract knowledge question without connecting it to any specific real-life situation .	The presentation does not reach the standard described by levels 1–5
Some possible characteristics					
Sophisticated Discerning Insightful Compelling Lucid	Credible Analytical Organized Pertinent Coherent	Relevant Adequate Acceptable Predictable	Underdeveloped Basic Unbalanced Superficial Derivative Rudimentary	Ineffective Unconnected Incoherent Formless	

Personal & Professional Skills (for Career Candidates)



“I found power in accepting the truth of who I am. It may not be a truth that others can accept, but I cannot live any other way. How would it be to live a lie every minute of your life.” — **Alison Goodman**

“Diversity is an aspect of human existence that cannot be eradicated by terrorism or war or self-consuming hatred. It can only be conquered by recognizing and claiming the wealth of values it represents for all.” — **Aberjhani**

Nature of personal and professional skills

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core.

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Other qualities the course should encourage include:

- responsibility
- perseverance
- resilience
- self-esteem
- academic honesty.

Based on the aims, learning outcomes and five themes presented in this guide, each school designs and develops its own unique personal and professional skills course that enables its particular students to make links to their career-related studies.

This guide suggests topics, subtopics, discussion questions and related activities, but the teacher is free to introduce others. However, the five themes must remain the course's focal points.

The school is responsible for assessing the progress of its students in relation to the specified **learning outcomes**.

Five central themes

There are five themes in personal and professional skills:

1. Personal development.
2. Intercultural understanding.
3. Effective communication.
4. Thinking processes.
5. Applied ethics.

Learning outcomes

These learning outcomes articulate what a CP student is able to do at some point during his or her personal and professional skills course. Through meaningful and purposeful engagement with all elements of the course, students develop the necessary skills, attributes and understandings to achieve the five learning outcomes. The focus on learning outcomes emphasizes that it is the quality of the course and its contribution to the student's development that is of most importance.

By the end of the course, students will be able to:

LO 1	identify their own strengths and develop areas for growth
LO 2	demonstrate the ability to apply thinking processes to personal and professional situations
LO 3	recognize and be able to articulate the value of cultural understanding and appreciation for diversity
LO 4	demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
LO 5	recognize and consider the ethics of choices and actions.

Evidencing the outcomes

Some of these learning outcomes may be demonstrated many times in a variety of activities, and others occasionally—but there must be some evidence of every outcome. It is up to the school to decide how the students will achieve the outcomes and what evidence is required for each.

The IB does not require evidence of achievement of the five learning outcomes at the end of a student's personal and professional skills course; the school is responsible for ensuring that these outcomes have been accomplished.

Assessment

The school is responsible for setting the wider requirements for students' achievement within personal and professional skills.

Overview of personal and professional skills

Personal and professional skills in the CP

The personal and professional skills course should be linked to the three other components in the CP core. It can directly assist students in formulating and completing the reflective project as well as developing the skills to support students' activities and experiences in the CP core.

Personal and professional skills should also develop further the attributes exemplified in the IB learner profile. Other attributes that should be encouraged by the course include responsibility, perseverance, resilience, self-esteem and academic honesty.

Requirements

All CP students are required to complete the personal and professional skills core component as a timetabled course.

The provision of personal and professional skills is expected to run concurrently with the other elements of the CP core.

The career-related context

The personal and professional skills course emphasises skills for the workplace, as they are transferable and can be applied in a range of situations.

Each school should tailor its course to its particular students so that they can make links to their career-related studies. Where possible, personal and professional skills teachers should work with the career-related studies teachers to establish links and content to support integrated learning.

Students can be asked to identify resources—companies, organizations and exemplary individuals—who can contribute to the course.

The international dimension

Personal and professional skills add to the international dimension of the CP. While exploring the theme of intercultural understanding, students become aware of the similarities and differences between their own cultures and those of others. Students can investigate and reflect on cultural values and behaviours, leading to a greater understanding and respect for other peoples and the way in which they lead their lives.

Other themes within personal and professional skills can also assist in developing students' international-mindedness. Teachers are encouraged to explore aspects of international-mindedness when designing the course.

The five themes

Personal development

Professional success requires a commitment to growth, improvement and personal reflection. An IB education is holistic in nature—it is concerned with the whole person.

- This theme addresses the development of students' confidence, independence, interpersonal skills and resilience in a variety of personal and professional situations and contexts.

Intercultural understanding

The exploration of cultures and cultural perspectives, including one's own, enables students to be effective in diverse settings. An IB education values an understanding of human commonality and interconnection.

- This theme emphasizes the importance of cultural identity, diversity and engagement in a range of personal and professional situations and contexts.

Effective communication

A dynamic, interconnected and complex world requires students to be capable communicators. In the IB learner profile, students strive to be confident and creative communicators, and to work effectively in collaboration with others.

- This theme explores a variety of skills and literacies to broaden students' capabilities as communicators in personal and professional situations and contexts.

Thinking processes

It is essential that students develop and utilize thinking skills for current and future success. In the IB learner profile, students strive to use critical and creative thinking skills to analyse complex problems and take responsible action.

- This theme provides the opportunity for students to explore and apply a variety of thinking processes to a range of personal and professional situations and contexts.

Applied ethics

Through applied ethics, students explore values and attitudes applicable to real-world situations. The IB's commitment to principled action requires students to take responsibility for their actions and consequences and act with integrity and honesty.

- This theme extends students' understanding of the use of ethics within a range of personal and professional situations and contexts.

The five themes must be focal points in the school-designed personal and professional skills course. The five themes do not need to be taught separately and the development of activities utilizing more than one theme is encouraged.

The provided topics and subtopics are suggestions only; other topics and subtopics introduced by the teacher may be incorporated into the course.

Current events and issues should be utilized to provide relevance for students.

Outline of topics and subtopics

This section suggests topics and subtopics for students to explore in relation to the five themes. There are three topics per theme, which are then each divided into three subtopics.

THEME	TOPICS	SUBTOPICS
1. Personal development	1.1 Self-awareness	<ul style="list-style-type: none"> • Self-appraisal • Emotional intelligence • Reflection
	1.2 Self-management	<ul style="list-style-type: none"> • Effective organization • Numeracy and finance • Managing change
	1.3 Relationship management	<ul style="list-style-type: none"> • Collaboration • Conflict strategies • Leadership
2. Intercultural understanding	2.1 Cultural identity	<ul style="list-style-type: none"> • Personal context • Assumptions, values and attitudes • Social norms and behaviours
	2.2 Cultural diversity	<ul style="list-style-type: none"> • Language and customs • Perspectives • Commonalities and differences
	2.3 Intercultural engagement	<ul style="list-style-type: none"> • Interactions • Insights • Impact and change
3. Effective communication	3.1 Interpersonal skills	<ul style="list-style-type: none"> • Social awareness • Active listening • Non-verbal cues
	3.2 Literacies	<ul style="list-style-type: none"> • Understanding literacy • Digital literacy • Information and media literacy
	3.3 Self-expression	<ul style="list-style-type: none"> • Writing for purpose • Presentation skills • Interview skills

THEME	TOPICS	SUBTOPICS
4. Thinking processes	4.1 Critical thinking	<ul style="list-style-type: none"> • Compare and contrast • Analyse and synthesize • Evaluate
	4.2 Creative thinking	<ul style="list-style-type: none"> • Imagine • Predict • Innovate
	4.3 Application of thinking	<ul style="list-style-type: none"> • Practical thinking • Problem-solving • Implementing and adapting
5. Applied ethics	5.1 Introducing ethical dilemmas	<ul style="list-style-type: none"> • Introduction to ethics: exploring right and wrong • Identifying ethical dilemmas • Approaches to ethical dilemmas
	5.2 Case studies in applied ethics	<ul style="list-style-type: none"> • Case studies of ethical dilemmas: business ethics • Case studies of ethical dilemmas: environmental ethics • Case studies of ethical dilemmas: biomedical ethics
	5.3 Professional ethics	<ul style="list-style-type: none"> • Expectations and standards of professional behaviour • Debates about professional ethics • Case studies of ethical dilemmas: professional ethics

CAS (Service Learning)



“WHATEVER YOU DO WILL NOT BE ENOUGH, BUT IT MATTERS ENORMOUSLY THAT YOU DO IT” – GANDHI

Learning Outcomes	Achieved (✓)	Advisor Initials
Identify own strengths and develop areas of growth		
Demonstrate that challenges have been undertaken, developing new skills in the process		
Demonstrate how to initiate and plan a CAS experience		
Show commitment to and perseverance in CAS experiences		
Demonstrate the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and actions		

INSPIRATION for CAS STUDENTS...

Leisure is the time of doing something useful.

Proverb

Courage is resistance to fear, mastery of fear, not absence of fear.

Mark Twain

Nothing will ever be attempted if all possible objections must be first overcome.

Samuel Johnson

The great hope of society is individual character.

William Ellery Channing

We make a living by what we get,
But we make a life by what we give.

Winston Churchill

It is not what you have done but what you have learnt by doing it.

Unknown

I am only one,

But still I am one.

I cannot do everything,

But still I can do something.

I will not refuse to do something I can do.

Helen Keller

CAS for the DIPLOMA and CAREER-RELATED Candidates

Successful completion of CAS is a requirement for all IBDP and IBCP Candidates. Students must reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins at the start of the Diploma and Career-related Programmes and continues regularly, on a weekly basis, for at LEAST 18 months with a reasonable balance between creativity, activity, and service.

CAS TIME TABLE

Grade 11

You will be expected to participate in CAS experiences beginning no later than September 1st of Grade 11 on a weekly basis. Your CAS experiences must be balanced over the three strands of CAS, and for IBCP candidates, service must relate to your Career Pathway.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections. This should be started during Grade 11.

Grade 12

You will continue working on CAS experiences through at least February 28th of Grade 12 on a weekly basis. Students must undertake a CAS project of at least one month's duration. This can be started/completed during Grade 11 or Grade 12. All final paper work and portfolio for CAS will be due the first week of March of Grade 12.

All CAS students must present their portfolio and a summary of their CAS experiences in a CAPSTONE presentation in March/April of Grade 12.

CAS Strands

CAS stands for Creativity, Activity, and Service. It is a fundamental part of the IB Diploma and IB Career-related Programmes. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both the server and the served.

CAS IS EXPERIENTIAL LEARNING, INVOLVING STUDENTS IN NEW ROLES WITH SET GOALS AND ONGOING REFLECTION.

CAS SHOULD INVOLVE:

- 1) REAL, PURPOSEFUL EXPERIENCES, WITH SIGNIFICANT OUTCOMES
- 2) PERSONAL CHALLENGE
- 3) THOUGHTFUL CONSIDERATION
- 4) REFLECTION ON OUTCOMES AND PERSONAL LEARNING

All proposed CAS experiences need to meet the four criteria stated above.

The three strands may be defined as follows:

Creativity

Creativity is exploring and extending ideas leading to an original or interpretive product of performance.

Activity

Activity is physical exertion contributing to a healthy lifestyle.

Service

Service is collaborative and reciprocal engagement with the community in response to an authentic need.

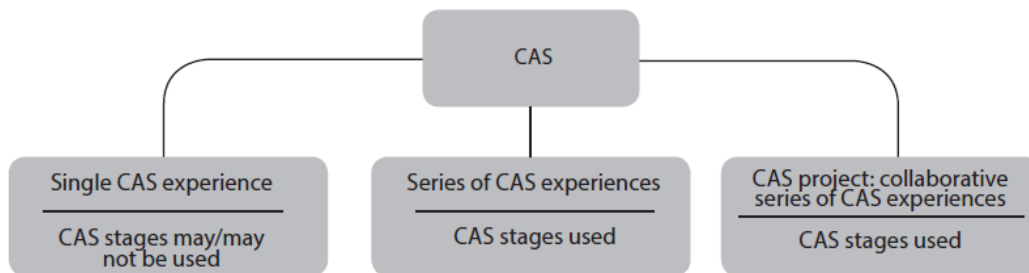
CAS EXPERIENCES

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.



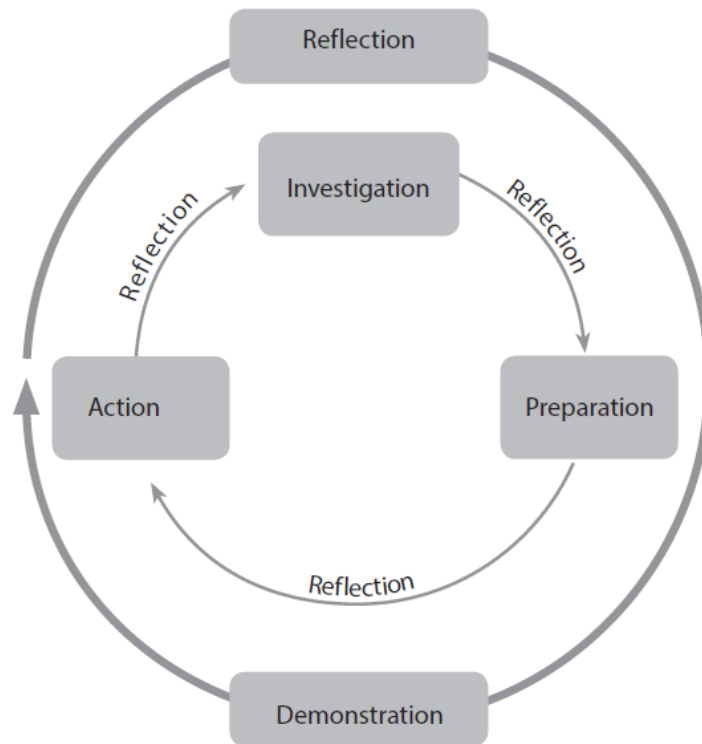
A CAS experience must:

- fit within one or more of the CAS strands
- be based on personal interest, skill, talent, or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

Consider the following questions:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills, and/or talent?
- What might be the possible consequences of your CAS experience for you, others, and the environment?
- Which CAS learning outcomes may be addressed?

CAS Stages



The five CAS stages are as follows:

1. **Investigation:** Students identify their interests, skills, and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experiences. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in a group.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes from personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others. Through demonstration and communication, students solidify their understanding and evoke response from others.

WHAT IS NOT CAS?

- An activity for which a student is personally rewarded either financially or with some other benefit.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- All forms of duty within the family.
- A passive pursuit, such as a visit to a museum, theater, art exhibition, concert or sports event unless it clearly inspires work in a related activity in which the student is already engaged.
- Work in an assisted living or children's home when the student has no idea how the home operates, has no contact at all with the residence, and actually does no service for other people.
- Simple, tedious, and repetitive work.
- Fund raising with no clearly defined end in sight.
- Work experience that only benefits the student.

SUGGESTIONS FOR CAS EXPERIENCES

This list is just a sample and is not a comprehensive list of experiences.

On Campus

- ❖ Offering an after-school activity
- ❖ Organizing the Talent Show or similar activity as a fund-raising activity
- ❖ Peer Counseling
- ❖ Raising awareness of global issues by leading a specific club or activity
- ❖ Helping out during school events
- ❖ Assisting the CAS coordinator to publicize events and activities
- ❖ Organizing an ecological activity: paper recycling, plastic bottle recycling
- ❖ Assisting with on-campus beautification projects
- ❖ Participating in on campus extra-curricular activities, such as sports and clubs
- ❖ Organizing a food or clothing drive for the local community

Off Campus

- ❖ Assisting with Brownie Scouts or Cub Scouts
- ❖ Offering activities to daycares or elementary schools
- ❖ Reading stories and playing games with young children in the hospital or at Ronald McDonald house
- ❖ Working with handicapped children
- ❖ Visiting the elderly
- ❖ Cleaning up the RiverWalk
- ❖ Being a Big Brother/Sister to a child

CAS PROCEDURES

1. Write your plan of experiences for the year no later than September 1st. Your advisor and the CAS Coordinator will check for this plan during your yearly meetings. This will be revisited regularly.
2. Keep a journal/log of your activities. Whether you are doing a single CAS experience, a series of CAS experiences, or CAS Collaborative Project, you should keep a journal and log your hours. This should all be kept in your ongoing portfolio. **This will help you write final overall CAS reflection at the end of your Capstone Presentation.**
3. Complete at least one reflection for every CAS experience. This reflection may be in a variety of forms. The nature and duration of the experience should dictate how often you reflect. You should also want to include artifacts and evidence of your experiences in the form of pictures or samples of work.
4. Have your supervisor complete the *Supervisor's Evaluation Form* for his/her comments and signature. Include this form in your portfolio with your reflections.
5. You must create a portfolio, the use of a three-ring binder to organize your information is suggested.

It is your responsibility to find, select and organize YOUR CAS experiences during your 18 months as an IB Diploma and Career-related Candidate.

All forms are available on the Hardaway Website,
<http://sites.muscogee.k12.ga.us/hardaway/>.

CAS EVALUATION

Your supervisors, your advisors, and your CAS coordinator will base their evaluation on the **Seven Learning Outcomes**. All seven must be recorded for completion of the program. Some outcomes may be demonstrated many times in a variety of experiences, but completion requires only that there is some evidence for each outcome.

Seven Learning Outcomes

LO1: Identify own strengths and develop areas for growth: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO2: Demonstrate that challenges have been undertaken, developing new skills in the process: A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken for through increased expertise in an established area.

LO3: Demonstrate how to initiate and plan a CAS experience: Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

LO4: Show commitment to and perseverance in CAS experiences: Students demonstrate regular involvement and active engagement in CAS.

LO5: Demonstrate the skills and recognize the benefits of working collaboratively: Students are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO6: Demonstrate engagement with issues of global significance: Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.

LO7: Recognize and consider the ethics of choices and actions: Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Reflections

Recording and Reporting

Reflections do not have to be in the form of writing. They can be public or private, individual or shared, and/or objective or subjective. Reflection can appear in countless forms. Documentation of activities can include:

- Weblogs
- Song
- Poem
- Illustrated displays and videos
- Presentation with a real, meaningful audience

Reflection Questions

Students should reflect on the following questions when evaluating their experiences.

- What did I do?
 - Why did I make this particular choice?
 - How did this experience reflect my personal ideas and values?
 - In what ways am I being challenged to think differently about myself and others?
- How did I feel?
 - How did I feel about the challenges?
 - What happened that promoted particular feelings?
 - What choices might have resulted in different feelings and outcomes?

Required Interviews with CAS Advisors

There will be three interviews with CAS advisor. Informal meetings can be arranged, but the following meetings must be documented.

- Two in Junior Year
- Two in Senior Year

The Extended Essay (for Diploma Candidates)



“What we find changes who we become.” — **Peter Morville**

“Nothing gives rest but the sincere search for truth.” — **Blaise Pascal**

“Do research. Feed your talent. Research not only wins the war on cliché, it's the key to victory over fear and its cousin, depression.” — **Robert McKee**

The extended essay at a glance

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is 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 (an appropriately qualified member of staff within the school). 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 chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under [criterion E \(Engagement\)](#) using the [Reflections on planning and progress form](#).

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the [Handbook of procedures for the Diploma Programme](#) for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

The nature of the extended essay

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Such topics can range from focused, in-depth analyses of specific elements of a subject to critically evaluating responses to issues of global significance in the case of the [world studies extended essay](#). Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.

Students complete an extended essay in a specific discipline or in one of the interdisciplinary options available. In a disciplinary essay students must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. Students who choose a world studies extended essay must demonstrate how their understanding of an issue of contemporary global significance is enhanced by taking an interdisciplinary approach.

An important aim of the extended essay, as part of the Diploma Programme core is to support and be supported by the academic disciplines. Whichever subject is chosen, the extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments. In undertaking the extended essay students model many of the elements of academic research by locating their topic within a broader disciplinary context, or issue in the case of a world studies extended essay, justifying the relevance of their research and critically evaluating the overall strength of the arguments made and sources used. Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

Embedded within the process of writing the extended essay are many elements of the [approaches to learning](#) (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

Reflection in the extended essay

Student [reflection](#) in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the [Researcher's reflection space](#). The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the [Reflections on planning and progress form](#) and is explicitly assessed under assessment [criterion E \(engagement\)](#).

Administrative requirements of the extended essay

	Required action
Supervisor	<ul style="list-style-type: none"> • Undertake three mandatory reflection sessions with the student. > • Ensure that students complete the <i>Reflections on planning and progress form</i>, and sign and date the form after each entry by the student. • Provide a supervisory comment, which is used to contextualize the student's reflections.
	Required action
Student	<ul style="list-style-type: none"> • Choose a subject from the available extended essay list. 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 honesty, 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 the General regulations: Diploma Programme should there be a breach of these. • Attend three mandatory reflection sessions with your supervisor, the last of which is the <i>viva voce</i>. • Record your reflections on the <i>Reflections on planning and progress form</i> for submission as part of the assessment of criterion E (engagement).

Important note on the role of external mentors

Ideally, students should carry out the research for the essay solely under the direction of a school supervisor and within the school. However, in circumstances where the school deems it appropriate, students may undertake their research at an institute or university under the guidance of an external mentor. This must be with the agreement of the school, and the external mentor must be provided with [a letter](#) outlining the nature of the extended essay and clear instructions about the level of guidance that is permitted. Schools are responsible for ensuring that these external mentors are aware of the limits of their role in providing this service. It is important to note that if this is the case the student **must** be allocated a supervisor within the school and undertake his or her reflection sessions with this person. Only a supervisor within the school is permitted to complete the reflection process for the extended essay with the student and provide both signature and comments on the [Reflections on planning and progress form](#) (RPPF). The nature of these comments may be informed by the external mentor but must **not** be provided by them. For further clarification please see the accompanying teacher support material.

The letter, which must be electronically signed by the external mentor, must be inserted in the appendix of the essay as part of the document file rather than as a separate document. If a student has had an external mentor, this signed letter is an important part of the authentication of the essay.

As the extended essay is an independent task and a formal assessment component, students must not receive assistance with any aspect of the research, writing or proofreading of the extended essay beyond that which is permitted through their supervisor. If a supervisor suspects that the extended essay submitted for assessment by a student could not have been completed without assistance they are required to bring this to the attention of the Diploma Programme/extended essay coordinator, who in turn must inform the IB. This may then be investigated as a possible case of academic misconduct.

Researcher's reflection space

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. For those students who have completed the Middle Years Programme, the researcher's reflection space (RRS) can be compared to the process journal. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

The nature of the RRS

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. It supports learning, thinking, critical analysis and

evaluation, and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students are able to record reflections on what they are reading, writing and thinking. The use of the RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the Diploma Programme
- create MindMaps[®];
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

The role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the development of [approaches to learning](#) skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision process more meaningful.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and [Reflections on planning and progress form](#). Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

The student–supervisor relationship

Students can use the RRS to prepare for their reflection sessions with their supervisors.

Reflection session	Description
The first reflection session	<p>Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues.</p> <p>In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
The interim reflection session	<p>As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor.</p> <p>At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered and the strategies used to overcome them.</p>
The final reflection session— <i>viva voce</i>	<p>During the <i>viva voce</i>, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</p>

Formal reflection sessions

These are the mandatory sessions that must be recorded on the *Reflections on planning and progress form*. It is recommended that these sessions last 20–30 minutes. During these sessions students should share excerpts from their Researcher’s reflection space with their supervisor. These sessions should focus on progress made so far and set clear objectives for moving forward in the research process. Students should be prepared for these sessions and the meetings should be a dialogue guided by questions posed by the supervisor. Examples of these are given in the document [Guiding student reflection](#).

Preparation for the first reflection session

As preparation for their first reflection session, students should do the following.

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the [subject-specific section of the Extended essay guide](#) for the subject they are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
4. Undertake further background reading and begin to gather information around their area of interest. This exploration should give rise to a variety of topics and questions that students can consider for further research. At this stage it is important that students consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in their Researcher’s reflection space.
5. Begin developing a research proposal which might include a MindMap® of ideas, an annotated article or preliminary bibliography. Additionally, students must already be thinking in terms of the following questions.
 - Is my topic appropriate for the subject I am considering?
 - Why am I interested in this area and why is it important?
 - What possible questions have emerged from my initial reading?
 - Are there any ethical issues that I need to consider?
 - What possible methods or approaches might be used for research in this area and why?

It is recommended at this point that the student–supervisor relationship is formalized and the student can consider himself or herself prepared for the first formal reflection session.

First formal reflection session

This initial reflection session should be a dialogue between the student and the supervisor based on the student’s initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their work. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student's working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

Preparation for the interim reflection session

Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.

In preparation for the interim reflection session, students should have:

- attempted to refine a focused and appropriate [research question](#)
- significantly deepened their research and recorded pertinent evidence, information or data in the [Researcher's reflection space](#)
- reviewed and consolidated the methodologies they are using
- formulated arguments based on the evidence that they have collected
- added to the working bibliography for their research.

The interim reflection session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:

- a clear and refined [research question](#)
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

Commenting on a draft version of the extended essay

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission. It is therefore vital that the level of support given is appropriate—too little support and the ability of the student to meet their potential is compromised; too much help and it will not be the work of an independent learner.

The best way of conducting this last stage is for the student to submit the essay prior to a supervision session to allow the supervisor to add their comments. This should be followed by a one-to-one discussion between the supervisor and the student in which they go through the comments together as these become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the supervisor.



What supervisors can do

Comments can be added that indicate that the essay could be improved. These comments should be open-ended and not involve editing the text, for example:

- **Issue:** the research question is expressed differently in three places (the title page, the introduction and the conclusion).
Comment: is your research question consistent through the essay, including on the title page?
- **Issue:** the essay rambles and the argument is not clear.
Comment: your essay lacks clarity here. How might you make it clearer?
- **Issue:** the student has made a mistake in their calculations.
Comment: check this page carefully.
- **Issue:** the student has left out a section of the essay.
Comment: you are missing something here. What is it? Check the essay against the requirements.
- **Issue:** the essay places something in the appendix that should be in the body of the essay.
Comment: are you sure this belongs here?

- **Issue:** the conclusion is weak.
Comment: what is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?
- **Issue:** the essay has an incomplete citation.
Comment: you need to check this page for accuracy of referencing.



What supervisors cannot do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.
- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed.
- Proofread the essay for errors.
- Correct bibliographies or citations.

Submission requirements

- After commenting on one full draft, the next version of the essay that the supervisor sees must be the final one submitted to them before the *viva voce*. This version of the extended essay must be clean; in other words, it must not contain any comments from the supervisor or any other person. Once this version has been submitted to the supervisor and discussed, students are not permitted to make any further changes to it, unless deemed appropriate by the supervisor because of an administrative error. For this reason, it is important that students are advised to ensure that it meets all formatting and submission requirements before they upload it.

Preparation for the final reflection session (*viva voce*)

Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.

Students should bring the following to this session:

- extracts from their RRS that illustrate how they have grown as learners through the process of reflection
- a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.

Final reflection session (*viva voce*)

The *viva voce* is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. Students who do not attend the *viva voce* will be disadvantaged under criterion E (engagement) as the [Reflections on planning and progress form](#) will be incomplete.

The *viva voce* is conducted once the student has uploaded the final version of their extended essay to the IB for assessment. 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.

The *viva voce* is:

- an opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student's learning experience.
- an opportunity for the supervisor to confirm the [authenticity](#) of the student's ideas and sources
- an opportunity to reflect on successes and difficulties encountered in the research process
- an aid to the supervisor's comments on the *Reflections on planning and progress form*.

The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.

In conducting the *viva voce* and writing their comments on the *Reflections on planning and progress form*, supervisors should bear in mind the following.

- The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student's comments; and the supervisor's overall impression of the student's engagement with the research process.
- An incomplete form resulting from supervisors not holding reflection sessions, or students not attending them, could lead to criterion E (engagement) being compromised.
- In assessing criterion E (engagement), examiners will take into account any information given on the form about unusual intellectual inventiveness. This is especially the case if the student is able to demonstrate what has been learned as a result of this process or the skills developed.
- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the *viva voce* and comment on this on the *Reflections on planning and progress form*.
- If there appear to be major shortcomings in citations or referencing, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes the student may be guilty of plagiarism or some other form of academic misconduct.
- The comment made by the supervisor should not attempt to do the examiner's job. It should refer to things, largely process-related, that may not be obvious in the essay itself.
- Unless there are particular problems, the *viva voce* should begin and end positively. Completion of a major piece of work such as the extended essay is a great achievement for students.

Initial guidance on research and writing

- Supervisors are recommended to advise their students on how to conduct research and write the extended essay, paying particular attention to the following key areas.
- When researching the extended essay, students should follow the steps below.

1

Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).

2

Read the following materials: the assessment criteria, relevant subject-specific chapter of the *Extended essay guide*, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.

3

Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.

4

Choose a topic and undertake some background reading on it.

5

Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.

6

Draw up an outline plan for the research and writing process. This should include a timeline.

7

Begin to identify how and where they will gather source material for their research.

8

Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.

9

Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.

10

Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.

11

Undertake some preparatory reading in light of the proposed research question. *If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*

12

Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.*

Developing a research question

All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.

A research question is a **clear and focused** question centred on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to.

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

Five steps to developing a research question



Choose a subject and topic that is of interest.

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.



Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?
- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?



Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.



Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?

Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?

Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?



Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:

- suggesting possible outcomes of the research
- outlining the kind of argument they might make and how the research might support this
- considering options if the research available is not sufficient to support a sustained argument.

Sample research questions

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

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

Writing the extended essay

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. More details about each element are given in the [“Presentation”](#) section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

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

Title page

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

Contents page

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

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

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

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should

be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

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

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document [*Effective citing and referencing*](#).

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

Presentation

The extended essay 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.

To help achieve this, the following formatting is **required**:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

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

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 examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. 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.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this **must** be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

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

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.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc.
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

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.

Reliance on external resources

Irrespective of the subject, the extended essay should be a complete piece of independent research, modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay. Material that is pertinent to the argument being made must be contained in the essay itself to be considered by examiners in their assessment of it.

As with appendices, if information central to the argument is included in the external link, it is treated as though the point has not been made and as such could affect different criteria, for example, criterion C (critical thinking), depending on the quality of the other analyses.

Academic honesty

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

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

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

For further information, see [Academic honesty in the IB educational context](#) and [Effective citing and referencing](#).

Proofreading

The whole essay needs to be proofread carefully by the student (computer spelling and grammar checkers are useful but will not do everything). They must not ask someone else to proofread their work as this is an important part of the learning experience.

Assessment of the extended essay

Assessment of the extended essay is a combination of formative assessment (the [Reflections on planning and progress form](#)) and summative assessment (the extended essay itself).

Generic assessment criteria are used with subject-specific interpretations.

Award of diploma points

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands described previously.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

TOK/EE	A Excellent	B Good	C Satisfactory	D Mediocre	E Elementary
A Excellent	3	3	2	2	Failing Condition
B Good	3	2	2	1	
C Satisfactory	2	2	1	0	
D Mediocre	2	1	0	0	
E Elementary	Failing Condition				

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	The topic is communicated unclearly and incompletely. <ul style="list-style-type: none">• Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. The research question is stated but not clearly expressed or too broad. <ul style="list-style-type: none">• The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.• The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. Methodology of the research is limited. <ul style="list-style-type: none">• The source(s) and/or method(s) to be used are limited in range given the topic and research question.• There is limited evidence that their selection was informed.
3–4	The topic is communicated. <ul style="list-style-type: none">• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. The research question is clearly stated but only partially focused. <ul style="list-style-type: none">• The research question is clear but the discussion in the essay is only partially focused and connected to the research question. Methodology of the research is mostly complete.

	<ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>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.</p>
5-6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Level	Descriptor of strands and indicators
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> • The selection of source material has limited relevance and is only partially appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> • The selection of source material is mostly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>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.</p>
5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> • The selection of source materials is clearly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

Level	Descriptor of strands and indicators
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> • The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> • There is limited analysis. • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> • Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> • 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.

7-9	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • 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.
10-12	<p>The research is excellent.</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • 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.

Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	Presentation is acceptable. <ul style="list-style-type: none">• 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.
3–4	Presentation is good. <ul style="list-style-type: none">• 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.

Criterion E: Engagement

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

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

Benjamin H. Hardaway High School
International Baccalaureate Programme (1351)
Class of 2018: EXTENDED ESSAY AGREEMENT

The current status of all junior IB students is that of ANTICIPATED CANDIDATE. **In order to qualify to register for senior year IB exams and the status of DIPLOMA CANDIDATE, the anticipated candidate must successfully complete all the tasks in the timeline listed below.**

The IB Extended Essay (EE) is a requirement for all Diploma candidates. Students who do not submit an EE in accordance with the guidelines set by the International Baccalaureate Organization (IBO) and in accordance with the timeline set by the Hardaway High School International Baccalaureate Programme will not qualify to earn the IB Diploma regardless of scores on the IB exams.

Students should make every effort to produce quality work without overstressing themselves. This can be accomplished with prior planning and not procrastinating. Students must receive a passing score on the EE to be eligible for the Diploma. It could determine whether or not the student earns the IB Diploma.

THIS TIMELINE IS SUBJECT TO CHANGE WITH ADVANCE NOTICE.

IB EXTENDED ESSAY TIMELINE

<u>Due Date</u>	<u>Task/Event</u>
Jan. 26, 2017	Specific guidelines for the EE will be introduced in TOK.
Feb 1, 2017	Brainstorm Sheet Due to homeroom teacher. You MUST complete some preliminary research on the topics you propose on your Brainstorm Sheet. You will receive feedback by February 6.
Feb 19, 2017	Research Proposal Due. Proposal is due to the EE Coordinator, Ms. Crenshaw via e-mail by 11:59PM – crenshaw.ERICA.l@muscogee.k12.ga.us . Schedule an appointment with your desired EE supervisor to discuss your proposal and determine if he/she is willing and able to supervise your EE.
March 6, 2017	EE Agreement & Approved Proposal Due. Agreement is due to Mr. Black/Ms. Newer/Ms. McMichael in homeroom. This MUST be signed by you, a parent, AND your EE supervisor. The proposal you submitted on 19 February must be initialed by your supervisor.
March 20-31, 2017	Mandatory meeting with supervisor to discuss research process & begin refining your focus. You should discuss the types of resources you need to seek out and use. This meeting MUST be documented on the EE Progress and Planning Form which should be e-mailed to Ms. Crenshaw, the EE Coordinator – crenshaw.ERICA.l@muscogee.k12.ga.us .
April 2017	Continue research and note-taking in order to better understand and further refine your topic. You will be expected to bring all of your research materials to the May meeting with your supervisor. Consult your EE Supervisor as needed.
May 1-5, 2017	Mandatory meeting your supervisor to review your notes and approve your research question. <i>You must have a research question approved before leaving for summer break.</i> Ask any final questions before you leave for break.
Summer 2017	Continue research and work on initial draft. Be sure you stay in contact with your supervisor and ask for advice as needed. If you are experiencing difficulties contacting your supervisor, contact Mr. Snow for assistance at snow.ashley.b@muscogee.k12.ga.us or 706-689-2593.
June 15, 2017	ALL science experiments MUST be completed for students writing a Group 4 EE. If supplies are ordered for your experiment, and you fail to conduct the experiment by this date, you will be responsible for reimbursing the cost of supplies and must begin the EE process all over in a non-Group 4 subject.

July 13, 2017	OPTIONAL EE Seminar in the HHS Media Center 10AM-2PM supervised by Mr. Snow. Students MUST RSVP for food purposes. Supervisors <i>MAY</i> be available during this time, but students are responsible for coordinating with them to arrange an appropriate meeting time.
August 1, 2017	Email draft to your EE Coordinator, Ms. Crenshaw – crenshaw.ERICA.l@muscogee.k12.ga.us – and Mr. Snow – snow.ashley.b@muscogee.k12.ga.us . This MUST be a complete draft and submitted on time or your Diploma Candidate status may be in jeopardy. This draft must: <ul style="list-style-type: none"> • Be within 25% of the full word limit (this is 3000 words) • Be properly formatted (spacing, font, margins, title page, table of contents, headings, etc.) • Include proper in-text citations • Include a full bibliography of sources used If you do not meet these requirements or this deadline, you will be placed on contract to begin your senior year and risk removal from the IBDP and potential withdrawal from Hardaway.
August 14-25, 2017	Mandatory revision meeting with EE Supervisor. The student is responsible for arranging the meeting and developing specific questions for your supervisor. Your supervisor may only comment generally and address your questions regarding this draft.
September-October, 2017	Work to revise your EE based on supervisor meeting. Consult your EE supervisor as needed.
November 26, 2017	Email 2 nd DRAFT to your EE Coordinator, Ms. Crenshaw – crenshaw.ERICA.l@muscogee.k12.ga.us – and Mr. Snow – snow.ashley.b@muscogee.k12.ga.us . This is the ONLY full draft on which your EE Supervisor may comment in total, so it is crucial that it be as close to a final draft as possible. If you have not met minimum requirements as stipulated in the August 1 draft at this point, you risk being removed from the program with potential financial repercussions.
December 4-15, 2017	Mandatory meeting with EE Supervisor to address any specific questions about the final draft. This meeting MUST be documented on the EE Progress and Planning Form which should be e-mailed to Ms. Crenshaw, the EE Coordinator – crenshaw.ERICA.l@muscogee.k12.ga.us .
January 31, 2018	Final EE due to supervisor, Ms. Crenshaw and Mr. Snow via e-mail. Diploma Candidate Status awarded ONLY to students who have submitted their Extended Essays.
February 2018	Mandatory meeting with EE Supervisor to complete the Viva Voce. It is the responsibility of the student to contact the supervisor and set up this meeting. It is at this meeting that your supervisor will authenticate your work. This meeting MUST be documented on the EE Progress and Planning Form which should be e-mailed to Ms. Crenshaw, the RP Coordinator – crenshaw.ERICA.l@muscogee.k12.ga.us .

Benjamin H. Hardaway High School
International Baccalaureate Programme (1351)
Class of 2018: EXTENDED ESSAY AGREEMENT

Research Subject (not topic): _____

Supervisor Agreement

I have read _____'s Extended Essay proposal and agree to assist him/her with the Extended Essay process including the reflection component, ensuring that I will be available through the communication method(s) indicated below over the summer of 2017 and to meet at the required times as specified in the EE Timeline. I also understand that I am responsible for understanding the EE guidelines both generally and for my particular subject.

Supervisor's printed name

Supervisor's signature

Date

Supervisor's contact information during summer of 2017:

Phone Number: _____ Text message preferred

E-mail: _____

Student Agreement

- *I have read all of the EE guidelines provided in this handbook and in the EE Guide.*
- *I have read the entire IB Extended Essay Agreement.*
- *I understand that the Extended Essay is an IB Diploma Programme requirement.*
- *I am aware that the quality of my Extended Essay may determine whether or not I am awarded an IB Diploma.*
- *I am aware that I am responsible for working with the above supervisor to complete the Extended Essay process and am responsible for initiating contact and meetings.*
- *I certify that I have received this timeline in January of 2017 and that it is my responsibility to meet the deadlines so that I may qualify to take my senior IB exams and remain in good standing in Hardaway's IB Programme.*
- *I realize that each IB school has the authority to set its own internal timeline for the EE.*
- *I know that no projects will be accepted after the final due date.*

Student's printed name

Student's signature

Date

Parent's printed name

Parent's signature

Date

Due to Mr. Black/Ms. McMichael/Mrs. Newer 6 March, 2017 in Advisement.

The Reflective Project (for Career Candidates)



“What we find changes who we become.” — **Peter Morville**

“Nothing gives rest but the sincere search for truth.” — **Blaise Pascal**

“Do research. Feed your talent. Research not only wins the war on cliché, it's the key to victory over fear and its cousin, depression.” — **Robert McKee**

Nature of the reflective project

The reflective project is one of the four compulsory components of the IB Career-related Programme (CP) core.

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

Schools are encouraged to help students to recognize and make use of the links between all strands of their CP in order that the reflective project can be a formal representation of their studies overall.

The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

In addition to a written essay (see Options), students keep a record of their reflections on the process of undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF). This record forms part of the final reflective project assessment.

Time required

Students are expected to devote a minimum of 50 hours to the reflective project.

Assessment

The school assesses all reflective projects. The IB will then select a sample for the school to send to an external moderator for confirmation of the school's marks.

Students will be assessed on two aspects of the project:

- the approach they use to complete the reflective project—the process
- the output from that process—the product.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative.

Overview of the reflective project

Reflective project in the CP

The reflective project encapsulates the fundamental elements of the Career-related Programme. It is what makes the CP unique and meaningful, and enables students to see the culmination of their programme strands in formal assessment. It allows formal assessment of students' development indirectly and directly in all components of the core as well as their DP courses.

Requirements

All CP students are required to complete the reflective project.

Students should be told about the reflective project at the beginning of the CP in order to be thinking about, and working on, the reflective project throughout their CP.

The career-related context

From their career-related study, students identify an issue of interest then explore the ethical dimension associated with the issue in order to arrive at a focused ethical dilemma. The reflective project's primary focus is the ethical dilemma embedded within the issue, not the issue itself.

Students undertake research and analysis on the chosen ethical dilemma. This research will include consultation with the local and/or global community.

Linking the reflective project to the career-related studies of students provides a way for them to explore ethical dilemmas in real-life situations.

The international dimension

The reflective project adds to the international dimension of the CP. It examines different cultural perspectives on an ethical dilemma, thus fostering an international perspective. The reflective project seeks to develop intercultural understanding as well as to raise students' awareness of the role that culture plays in their day-to-day lives.

While exploring an ethical dilemma, students become aware of the similarities and differences between their own cultures and those of others. Students can investigate and reflect on cultural values and behaviours, leading to a greater understanding and respect for other peoples and the way in which they lead their lives.

Details of the reflective project

Options for the reflective project

At the end of the project, students submit:

- an essay or an essay with an additional format—see Options 1 and 2 below
- a Reflections on planning and progress form (1,000 words).

Students can choose to present their reflective project in one of two ways:

Option 1

A written essay (maximum 3,000 words). This should cover all the reflective project's requirements except reflection, which forms the content of the RPPF.

Option 2

A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display). Together, the written essay and additional format should cover all the reflective project's requirements except reflection.

Additional formats

The permitted additional formats are:

- A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their reflective project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspects of their reflective project. They can choose to submit a written script instead (700 words).
- An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the reflective project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).

- A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of their reflective project and create points of discussion or illustrate particular ideas.

Function of additional format

The chosen additional format should support and add information to the reflective project overall. For example, a film or presentation could reflect the different perspectives of the stakeholders involved, or detail the local/global manifestation of the issue, while the written essay contains the central argument(s) of the ethical dilemma.

Crucially, the content of the additional format must be different from the essay. For example, students should not take an argument presented in the essay and then repeat it in the additional format. The two elements should complement each other, each adding value to the other, ensuring that as an overall submission the assessment criteria are satisfied. Repetition or simply reformatting information will lose a student marks.

Whatever format the student chooses, it must be capable of being sent electronically to the IB for moderation. Live links to the reflective project are not permitted.

Time

Students should also consider carefully the amount of time associated with each format. Students are assessed on the reflective project's content, not their technical skills. Students should not spend the majority of their time making a technically brilliant film, but leaving insufficient time to write their accompanying essay.

Essay

An essay is a piece of formal writing organized into a number of sections or as a number of paragraphs linked together. Although students can choose the style of essay, the expository essay may prove to be the most suitable for the reflective project.

Choice

How students choose to use the additional format is at their discretion and should be made in light of discussions with their supervisor.

Word limits

The IB sets an upper word limit to give a framework to students. Moderators will not assess beyond the upper word limit. There is no lower word limit, but submitting assessments considerably below the indicated limit are self-penalizing with regard to the degree to which the criteria can be satisfied.

The Reflections on planning and progress form

The RPPF requires students to reflect on the challenges encountered during the reflective project, how these can be overcome (looking forward to the next stage of the project), or how they were overcome and what was learned from the process and the changes in approach.

During the project, students have three formal meetings with their supervisor to discuss their planning, progress and any concerns they have. After each meeting they complete the specified section of the RPPF.

The form is a writable PDF document with a maximum of 10,000 words, with the student reflection section having a maximum of 1,000 words. See also Reflection.

Students should be made aware of RPPF requirements at the start of their reflective project.

Process for the reflective project

Key activities

In developing the reflective project, students should:

- Identify an issue directly linked to their career-related study.
- Decide on an ethical dilemma that arises from the issue.
- Show an awareness of the ethical dilemma.
- Identify the key community(ies) involved in the dilemma.
- Examine different viewpoints.
- Develop a personal and relevant evaluation of the ethical dilemma.
- Reflect continuously at key points of the process.

Throughout, students are supported by their supervisor. They meet formally with their supervisor three times: before, during and at the end of the project.

Key content

While there is no prescribed structure for the project, the following features must be included.

The issue

Students need to explain the issue and clearly and explicitly link it to their career-related study. However, they must also remain aware that the issue itself is not the main focus of the reflective project.

The ethical dilemma

Students must be able to recognize the ethical dilemma that arises from the issue.

Research question

Students need to identify and describe accurately the question to be answered that explicitly references the ethical dilemma that has been identified.

The research

Students must provide evidence of research that supports different viewpoints on the ethical dilemma.

They should also critically examine the research itself.

There are five main stages in the research process:

1. Defining the research's purpose and objectives and the research question.
2. Conducting a literature review.
3. Designing appropriate data collection methods and analysing the data.
4. Reflecting on the research methodology adopted.
5. Presenting the research findings.

Critical analysis of the ethical dilemma

This involves students evaluating the viewpoints on the ethical dilemma and then articulating their own point of view based on reasoned argument.

References, citations and a bibliography

The reflective project is an academic piece of work and should be presented as such. This ensures academic honesty and allows the readers to check the evidence themselves.

- A reference acknowledges the source of the information that the student has used.
- A citation is a shorthand method of referencing, which is then linked to the bibliography.
- A bibliography is an alphabetical list (by author) of every source cited in the project.
- Students must use a consistent style of referencing throughout the reflective project. For further information please consult the IB publications Academic honesty in the IB educational context and Effective citing and referencing.
- Appendices, footnotes and endnotes are not necessary but if students choose to use them they should do so appropriately and not circumvent the word limit.

Meetings

Students will have three formal meetings with their supervisor: prior to commencement of the reflective project, while working on it and at the end.

Reflections on planning and progress

Students record their reflections on planning and progress on the form provided – the RPPF – after each of their three formal meetings with their supervisor. See also Reflection below.

The students' responsibilities

Students are required to:

- choose an issue arising from their career-related studies that presents an ethical dilemma
- consult with their supervisor regarding the ethical dilemma
- develop a well-formulated and focused research question
- state clearly the linked career-related study at the start of the reflective project
- complete the RPPF as the work progresses, and after each of the scheduled meetings with their supervisor
- meet both internal and external assessment deadlines
- address the assessment criteria fully
- acknowledge all sources of information and ideas in references, citations and bibliography
- inform their supervisor of details of any external assistance received.

It is strongly recommended that students:

- plan how, when and where they will find material for their project
- plan a schedule for researching and producing the reflective project, allowing time for delays and unforeseen problems
- record sources as the research progresses (rather than trying to reconstruct a list at the end)
- maintain a “researcher’s reflection space” (see appendix 3) to reflect upon their progress and inform scheduled meetings with the supervisor
- have a clear structure in mind for the reflective project before beginning to write
- carefully check and proofread the final version of the reflective project
- ensure that all basic requirements are met.

Ethical guidelines for the reflective project

The following guidelines are applicable for all students preparing a reflective project.

- Any research that creates anxiety, stress, pain or discomfort for participants is prohibited.
- Any research that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and must be shown the results of the research.
- Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school setting, the written consent of the teachers concerned must also be obtained.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- Students must exercise the greatest sensitivity to local and international cultures.
- Students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.

- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using electronic and internet sources, is also subject to these guidelines. Any data collected online must be deleted once the research is complete. Such data must not be used for any purpose other than the conduct of the research.

Assessment in the reflective project

The reflective project will assess the following assessment objectives (AO), which are to be demonstrated throughout the students' reflective project process, from identification of an ethical dilemma embedded in an issue linked to their career-related study, to planning, through to reflection.

Students will be expected to:

AO1: Focus and method

- select and explore an ethical dilemma embedded in an issue linked to a career-related context
- select and apply appropriate research methods and collect and select relevant information from a variety of sources, showing an understanding of bias and validity

AO2: Knowledge and understanding in context

- demonstrate knowledge and understanding of the issue
- contextualize the ethical dilemma and analyse different perspectives on it through the use of a local/global example of the issue in which the dilemma is embedded
- demonstrate awareness and understanding of the impact of the ethical dilemma on a local/global community and the cultural influences on, and perceptions of, the ethical dilemma

AO3: Critical thinking

- demonstrate logical reasoning processes and the ability to interpret, analyse and evaluate material
- develop the ability to synthesize information, making connections and linking ideas and evidence

AO4: Communication

- present a structured and coherent project, use appropriate terminology accurately and consistently, and communicate ideas and concepts clearly

AO5: Engagement and reflections on planning and progress

- reflect on and refine the research process, and react to insights gained through exploration of the ethical dilemma
- critique decisions made throughout the research process and suggest improvements to their own working practices

Reflective project criteria

Criterion A: Focus and method

This criterion assesses the student's ability to select and explore an ethical dilemma embedded in an issue, which is contextualized in light of their career-related study, through careful formulation of a focused and systematic research question. It also assesses the student's ability to select and apply appropriate research methods and collect and select relevant information from a variety of sources, showing an understanding of bias and validity.

Markband	Descriptor
0	The work does not reach the standard of the descriptor below.
1–2	<ul style="list-style-type: none">• The research question identifies an ethical dilemma related to the career-related study.• There is evidence of planning and acknowledgement of bias and validity.
3–4	<ul style="list-style-type: none">• There is an identification of an issue linked to the career-related study and an arising ethical dilemma. The research question is clearly stated and the focus on it is generally sustained throughout the project.• There is evidence of a planned approach and the determination and collection of largely appropriate sources/data/information. There is evidence of understanding of potential bias and validity.
5–6	<ul style="list-style-type: none">• Clear identification of an issue linked to the career-related study, and the arising ethical dilemma. The relevance of the study is clear. The research question is clearly stated and sharp focus on it is sustained throughout the project.• There is evidence of excellent planning of research, and the determination and collection of appropriate and varied sources. There is evidence of understanding of potential bias and source validity and measures have been taken to limit bias through source selection.

Criterion B: Knowledge and understanding in context

This criterion assesses the way in which the student evidences an understanding of the issue and the ability to contextualize the ethical dilemma in light of the wider issue, and through a local or global example of the issue and dilemma. It assesses also the ability to analyse different perspectives, showing an awareness and understanding of the impact of the dilemma on a global or local community, appreciating also the cultural influences and perception of the ethical dilemma.

Markband	Descriptor
0	The work does not reach the standard of the descriptor below.
1–3	<ul style="list-style-type: none"> • The central ethical dilemma is identified and the student shows an awareness of its context(s), although this is largely implicit. Overall, the project demonstrates basic knowledge and understanding of the ethical dilemma, generally dominated by one view. • There is evidence of an awareness of the relevance of the chosen dilemma to community members, which is only partially integrated into the overall inquiry. • Some awareness of how cultural perspectives can influence the ethical dilemma is demonstrated, although this is likely to be largely implicit.
4–6	<ul style="list-style-type: none"> • The central ethical dilemma is described from more than one perspective. Overall, the project demonstrates clear and consistent knowledge and understanding of the ethical dilemma and its context(s). • There is evidence of a relevant and sustained understanding of the impact of the ethical dilemma on community members. • Understanding of how cultural perspectives can influence the ethical dilemma is demonstrated and supported, where appropriate, with relevant examples.
7–9	<ul style="list-style-type: none"> • The central ethical dilemma is analysed from different perspectives, which are evaluated in a balanced way. Overall, the work demonstrates a considered and developed knowledge and understanding of the ethical dilemma with a clear sense of scope and context(s). • The use of a local or global example to contextualize the ethical dilemma is effective and well integrated. • The impact of the ethical dilemma on community members is analysed and forms an integral part of the inquiry. • Analysis of how cultural perspectives can influence the ethical dilemma is developed and integrated into the ideas presented.

Criterion C: Critical thinking

This criterion assesses the student's logical reasoning and evaluation of the issue, the ability to interpret, analyse and evaluate material, and the student's ability to synthesize and make connections, linking ideas and evidence and weighing them up as necessary. It assesses also the student's reasoning processes and the ability to present a coherent and sustained argument and personal voice. Finally, it assesses the appropriateness of findings and opinions related back to the research question.

Markband	Descriptor
0	<ul style="list-style-type: none">• The work does not reach the standard of the descriptor below.
1–4	<ul style="list-style-type: none">• A basic argument is presented. Evidence is presented.• The student presents straightforward conclusions, although these are asserted without drawing on any arguments or evidence provided.• • Some simple ideas are connected and supported with evidence, although this may not be consistent throughout the project.
5–8	<ul style="list-style-type: none">• An argument is presented with a viewpoint maintained throughout. Partial use of evidence is made to develop the argument. The student is able to reason and demonstrates an understanding of cause and effect.• Conclusions made are logical, drawing on the arguments and evidence presented.• Ideas are supported by relevant evidence from different sources to develop an overall argument.
9–12	<ul style="list-style-type: none">• The argument presents a considered and convincing discussion of the issue and the associated ethical dilemma, interpreting and applying evidence to draw considered inferences.• Conclusions made are perceptive and concise, drawing consistently on the arguments and evidence presented.• • Connections made between ideas are insightful, sustained and coherent and developed by a range of well-chosen evidence.

Criterion D: Communication

This criterion assesses the way in which the student presents a structured and coherent project through their communication style, using appropriate terminology accurately and consistently, assisting to convey ideas and concepts clearly.

Markband	Descriptor
0	<ul style="list-style-type: none">• The work does not reach the standard of the descriptor below.
1	<ul style="list-style-type: none">• There is a straightforward structure to the project as a whole, with similar material grouped together in a logical manner.
2	<ul style="list-style-type: none">• Communication is generally clear and structured appropriately, with consistent use of appropriate terminology.
3	<ul style="list-style-type: none">• Communication is coherent and structured in a way that supports the understanding of the student's ideas and arguments, with effective use of appropriate terminology to support and develop ideas.

Criterion E: Engagement and reflection

This criterion assesses how the student has engaged in discussions with their supervisor in the planning and progress of their research; the student's ability to reflect on and refine the research process, and react to insights gained through the exploration of their research question; and how well the student has been able to evaluate decisions made throughout the research process and suggest improvements to their own working practices.

This criterion also assesses engagement with the focus of the research through an insight into the student's thinking, their intellectual initiative, and their creativity through reflections on the thought and research process. Finally, through reflections on the process, it assesses the extent to which the student voice is present rather than only that of the supervisor and academics.

Markband	Descriptor
0	<ul style="list-style-type: none">• The work does not reach the standard of the descriptor below.
1–2	<ul style="list-style-type: none">• There is evidence of student reflection but this is mostly descriptive.• Reflections given on decision-making and planning are procedural.• These reflections communicate a limited degree of personal engagement with the subject and/or the process of research.
3–4	<ul style="list-style-type: none">• There is evidence that student reflection is analytical.• Reflections given on decision-making and planning include reference to conceptual understanding and skill development.• These reflections communicate a moderate degree of personal engagement with the subject and process of research, demonstrating some intellectual initiative and/or creativity.
5–6	<ul style="list-style-type: none">• There is evidence that student reflection is evaluative.• Reflections given on decision-making and planning include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process.• These reflections communicate a high degree of intellectual and personal engagement with the subject and process of research, demonstrating authenticity, intellectual initiative and/or creativity in the student voice.

Appendix 1 – Explanation of key terms

What is an “issue”?

An issue is a topic that is worthy of consideration in a particular context—for example, for people in the workplace, or those engaging in a sporting activity.

The issue can be one that directly affects those who are interested in it, or one outside their immediate situation.

In the case of the reflective project, the issue must arise from a student’s career-related study. At the beginning of the reflective project the student must state what their linked career-related study is.

What are “ethics” and an “ethical dimension”?

Ethics are a set of moral principles within a society or culture that help to guide behaviours, actions and choices.

The ethical dimension refers to the range of moral aspects related to a topic.

In the context of the reflective project there are two useful ways to think of ethics:

- as the standards of right and wrong
- as the rules of conduct that govern how people behave towards each other, or towards society as a whole.

There are many opinions as to what is “right” and what is “wrong”. What one person is opposed to may be quite acceptable to another. It all depends upon the context of the situation, and the way that individuals respond to that situation.

This is what makes the reflective project such a rich task, with the chance to form, critique and defend opinions, and to appreciate their strengths and weaknesses.

Students will need assistance in order to support their understanding of ethics, and to understand how ethics should be applied in order to produce a successful reflective project. The personal and professional skills course is where ethics should be explained and discussed for the purposes of the reflective project.

What is an “ethical dilemma”?

Within an ethical dimension there are ethical dilemmas. An ethical dilemma is a choice between two (or more) conflicting moral perspectives where neither provides a perfect solution.

In philosophical terms, an ethical dilemma is something to which, whatever a person’s views, there is no right or wrong answer.

Issues that involve conflicts of interest in the workplace or at a societal level are often referred to as ethical dilemmas.

When students choose an issue and ethical dilemma within career-related studies for their reflective project, they need to consider:

- Can they identify the different perspectives that various stakeholders may adopt?
- Can they understand the arguments each stakeholder puts forward?
- Can they put forward a reasoned argument to support their own view on the dilemma and so answer the research question?

The issue to be explored should be:

- controversial
- have two or more perspectives on it based on the moral principles of the individuals or groups involved
- open to different answers according to the respective moral principles of those involved.

What is a “local/global example”?

The local/global example is key for the reflective project.

Students may be able to take the example from first-hand experience of the issue they are investigating.

Alternatively, students may have found the example during their research.

The example should illustrate/support the students’ knowledge and understanding of the issue. A specific and focused example will also help them to think the issue through more critically.

The local/global example should be linked to the community in question, that is to say, the group of people with common interests such as where they live, religion or ethnicity. A community can also be a workplace community, or a community of those involved in the same line of work, even if these individuals are dispersed globally.

Class of 2018: REFLECTIVE PROJECT AGREEMENT

The current status of all junior IB students is that of ANTICIPATED CANDIDATE. **In order to qualify to register for senior year IB exams and the status of CAREER-RELATED CERTIFICATE CANDIDATE, the anticipated candidate must successfully complete all the tasks in the timeline listed below.**

The IB Reflective Project (RP) is a requirement for all Career-Related Certificate candidates. Students who do not submit an RP in accordance with the guidelines set by the International Baccalaureate Organization (IBO) and in accordance with the timeline set by the Hardaway High School International Baccalaureate Programme will not qualify to earn the IB Career-Related Certificate regardless of scores on the IB exams.

Students should make every effort to produce quality work without overstressing themselves. This can be accomplished with prior planning and not procrastinating. Students must receive a passing score on the RP to be eligible for the Career-Related Certificate. It could determine whether or not the student earns the IB Career-Related Certificate.

THIS TIMELINE IS SUBJECT TO CHANGE WITH ADVANCE NOTICE.

IB REFLECTIVE PROJECT TIMELINE

<u>Due Date</u>	<u>Task/Event</u>
Jan. 26, 2017	Specific guidelines for the RP will be introduced in PPS. Students begin initial research on the RP. You should begin by looking for ethical issues in your pathway, perhaps something that has even occurred during your CSL experiences with your agency. Begin gathering resources.
Feb 1, 2017	Brainstorm Sheet Due to homeroom teacher. You MUST complete some preliminary research on the topics you propose on your Brainstorm Sheet. You will receive feedback by February 6.
Feb 19, 2017	Research Proposal Due. Proposal is due to the RP Coordinator, Ms. Crenshaw via e-mail by 11:59PM – crenshaw.ERICA.l@muscogee.k12.ga.us . Schedule an appointment with your desired RP supervisor to discuss your proposal and determine if he/she is willing and able to supervise your RP.
March 6, 2017	RP Agreement & Approved Proposal Due. Agreement is due to Mr. Black/Ms. Newer/Ms. McMichael in homeroom. This MUST be signed by you, a parent, AND your RP supervisor. The proposal you submitted on 19 February must be initialed by your supervisor.
March 20-31, 2017	Mandatory meeting with supervisor to discuss research process & begin refining your focus. You should discuss the types of resources you need to seek out and use and whether or not your dilemma is on the right track. This meeting MUST be documented on the RP Progress and Planning Form which should be e-mailed to Ms. Crenshaw, the RP Coordinator – crenshaw.ERICA.l@muscogee.k12.ga.us .
April 2017	Continue research and note-taking in order to better understand and further refine your topic. You will be expected to bring all of your research materials to the May meeting with your supervisor. Consult your EE Supervisor as needed.
May 1-5, 2017	Mandatory meeting your supervisor to review your notes and approve your research question. You must have a research question approved before leaving for summer break. Ask any final questions before you leave for break, including approval of any survey or interview questions you intend to use.

Summer 2017	Collect primary data – interview and/or surveys. Analyze primary data and research, and then compose your first draft. Be sure you stay in contact with your supervisor and ask for advice as needed. If you are experiencing difficulties contacting your supervisor, contact Mr. Snow for assistance at snow.ashley.b@muscogee.k12.ga.us or 706-689-2593.
July 13, 2017	OPTIONAL RP Seminar in the HHS Media Center 10AM-2PM supervised by Mr. Snow. Students MUST RSVP for food purposes. Supervisors <i>MAY</i> be available during this time, but students are responsible for coordinating with them to arrange an appropriate meeting time.
August 1, 2017	Email draft to the RP Coordinator, Ms. Crenshaw – crenshaw.ERICA.l@muscogee.k12.ga.us – and Mr. Snow – snow.ashley.b@muscogee.k12.ga.us and your supervisor. This MUST be a complete draft and submitted on time or your Diploma Candidate status may be in jeopardy. This draft must: <ul style="list-style-type: none"> • Be within 25% of the full word limit (this is 2250 words if you are just writing a paper; 1500 if you are including an additional product) AND within 25% of the full time/product limit (ex. Films should be 5 minutes long, Story Boards should be 11 images long, etc.) Consult the guide for all product max limits. • Be properly formatted (spacing, font, margins, title page, table of contents, headings, etc.) • Include proper in-text citations (this applies to products other than papers too) • Include a full bibliography of sources used If you do not meet these requirements or this deadline, you will be placed on contract to begin your senior year and risk removal from the IBCP and potential withdrawal from Hardaway.
August 14-25, 2017	Mandatory revision meeting with EE Supervisor. The student is responsible for arranging the meeting and developing specific questions for your supervisor. Your supervisor may only comment generally and address your questions regarding this draft.
September-October, 2017	Work to revise your RP based on supervisor meeting. Consult your RP supervisor as needed.
November 26, 2017	Email 2 nd DRAFT to the RP Coordinator, Ms. Crenshaw – crenshaw.ERICA.l@muscogee.k12.ga.us – and Mr. Snow – snow.ashley.b@muscogee.k12.ga.us and your RP Supervisor. This is the ONLY full draft on which your RP Supervisor may comment in total, so it is crucial that it be as close to a final draft as possible. If you have not met minimum requirements as stipulated in the August 1 draft at this point, you risk being removed from the program with potential financial repercussions.
December 4-15, 2017	Mandatory meeting with RP Supervisor to address any specific questions about the final draft. This meeting MUST be documented on the RP Progress and Planning Form which should be e-mailed to Ms. Crenshaw, the RP Coordinator – crenshaw.ERICA.l@muscogee.k12.ga.us .
January 31, 2018	Final RP due to supervisor, Ms. Crenshaw, and Mr. Snow via e-mail. Career Candidate Status awarded ONLY to students who have submitted their Extended Essays.
February 2018	Mandatory meeting with RP Supervisor to complete the Viva Voce. It is the responsibility of the student to contact the supervisor and set up this meeting. It is at this meeting that your supervisor will authenticate your work. This meeting MUST be documented on the EE Progress and Planning Form which should be e-mailed to Ms. Crenshaw, the RP Coordinator – crenshaw.ERICA.l@muscogee.k12.ga.us .

Class of 2018: REFLECTIVE PROJECT AGREEMENT

Research Subject: _____

Supervisor Agreement

I have read _____'s Reflective Project Proposal and agree to assist him/her with the Reflective Project process, ensuring that I will be available through the communication method(s) listed below over the summer of 2017 and to meet at the required times as specified in the RP Timeline.

Supervisor's printed name

Supervisor's signature

Date

Supervisor's contact information during summer of 2017:

Phone Number: _____ Text Message Preferred

E-mail: _____

Student Agreement

- *I have read the entire IB Reflective Project Agreement.*
- *I understand that the Reflective Project is an IB Career-Related Certificate Programme requirement.*
- *I am aware that the quality of my Reflective Project may determine whether or not I am awarded an IB Career-Related Certificate.*
- *I am aware that I am responsible for working with the above supervisor to complete the Reflective Project process and am responsible for initiating contact and meetings.*
- *I certify that I have received this timeline in January of 2016 and that it is my responsibility to meet the deadlines so that I may qualify to take my senior IB exams and remain in good standing in Hardaway's IB Programme.*
- *I realize that each IB school has the authority to set its own internal timeline for the RP.*
- *I know that no projects will be accepted after the final due date.*

Student's printed name

Student's signature

Date

Parent's printed name

Parent's signature

Date

Due to Mr. Black/Ms. McMichael/Mrs. Newer 19 Feb, 2017 in Advisement.

Language Development (for Career Candidates)



“Keep your language. Love its sounds, its modulation, its rhythm. But try to march together with men of different languages, remote from your own, who wish like you for a more just and human world.” — **Hélder Câmara**

“To have another language is to possess a second soul.” — **Charlemagne**

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” — **Nelson Mandela**

Nature of language development

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core. Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

Time required

Students are expected to devote a minimum of 50 hours to language development. However, the school can and should, if time and scheduling permit, provide a greater number of hours suitable to the students' aspirations for language development.

Assessment

The school is responsible for setting the wider requirements for students' achievement within language development.

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. The language portfolio is not assessed by the IB. However, the IB may request a sample of portfolios during CP evaluation.

Requirements

All CP students are required to complete the language development core component and the language portfolio, including those students studying a Diploma Programme (DP) language acquisition course.

Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied. However, the language portfolio must still be completed to the satisfaction of the school.

The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases. There is no requirement for students to move from one phase to the next, only that they have evidence of language development in the target language.

The provision of language development is expected to run concurrently with the other elements of the CP core.

The career-related context

The CP seeks to utilize aspects of the core to support the career-related studies of the students. This directly relates to the CP aim of providing “students with a basis for further study, work and leisure through the use of an additional language”.

It is recommended that the provision of language development relates to, or reflects, the career-related studies of a student. This provides the student with opportunities to explore how language is used in everyday situations.

Options for language development

Each school can decide how best to deliver language development, within the requirements of the CP.

The options include, but are not limited to:

- a school-designed course
- an extension to a DP language acquisition course
- an external provider of language development
- an online language course
- a school-monitored self-directed language study.

Whichever option is chosen, language development should be:

- designed to develop students’ linguistic abilities through:
 - oral communication
 - visual interpretation
 - reading comprehension
 - writing skills
- challenging, enjoyable and relevant to students’ needs and aspirations
- where possible, appropriate for the context of students’ career-related studies.

Choice of language

In terms of language proficiency, each student has a different starting point, goals and needs. They begin the CP with a range and variety of language learning experiences. The choice of what language to study is entirely up to the school and students.

CP coordinators, together with the language development teacher/supervisor, should ensure that students study the language that:

- is best suited to their background and needs
- will provide them with an appropriate academic challenge.

Students may choose to study:

- the language of their host country, if living overseas
- the language of another culture, with future aspirations in mind
- a language that supports the language of their DP courses
- a language that will be useful for a component of the CP core, such as an overseas trip for service learning

The most important considerations are that:

- the language studied is not the student's best language
- language development should be a challenging educational experience
- language development should have a clear purpose for students.

Natural languages

Developing international-mindedness and skills for communicating with people are key to the IB's approach to language study.

IB language study encourages students to:

- develop their ability to communicate with people in more than one language
- reflect on and understand the similarities and differences between the culture(s) where the target language is spoken and their own culture(s).

This approach requires that students study a natural language, whose original and primary purpose is to communicate with other people.

Natural languages include:

- sign language
- classical languages
- Braille (an encoding of a natural language).

By contrast, the primary purpose of computer programming languages is to communicate information to machines or express algorithms. These languages are not eligible for study within the CP.

This guide offers support for designing a school-based language development course for natural languages that are both spoken and written. Schools developing a course in another type of natural language will need to develop similar tools that are appropriate to the given language.

Language portfolio

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development.

Students should update the language portfolio throughout the course. A nominated language teacher should check it regularly and discuss progress with the student.

The CP Language portfolio document, which can be downloaded from the OCC, offers an outline to help students develop their language portfolios. Schools and students may choose to design their own.

Purpose

The portfolio:

- demonstrates students' level of engagement
- provides evidence of language development and acquisition
- helps students to understand their level of language competency
- charts the development of students' language skills and intercultural understanding
- provides students with the opportunity to reflect on their learning.

At the beginning of language development, students map their language skills against the four objectives in the language phases and do so again on completion. Students place in their language portfolio the results of this mapping. By doing so, students can understand their current abilities in a language, and understand what development occurred during the language development course.

Students may subsequently use the portfolio to demonstrate their level of language learning to another educational institution or a prospective employer. It can be a valuable addition to a student's curriculum vitae/résumé.

Contents

Students should ensure that their language portfolios are up to date, relevant, reflective and comprehensive.

For example, they may choose to include:

- a record of the activities, tasks and assessments they have undertaken
- reflections on their learning experiences and understanding of other cultures
- a list of future goals that involve use of the target language
- certificates
- examples of work
- letters of acknowledgment.

Diploma Programme language acquisition courses

All CP students are required to complete the language development component, including those students studying a DP language acquisition course. Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied; however, the language portfolio must still be completed.

Diploma Programme language acquisition course extension

Students undertaking a DP language acquisition course may utilize language development to complement and/or extend their learning in the DP course. The IB recommends that the language development course is designed or organised by, or in consultation with, the DP language teacher.

The options for the extension course for these students include:

- a school-designed course
- an external provider
- an online language course
- school-monitored self-directed language study.

The content and details of the language development course must be different from that of the DP language acquisition course. Submitting the same work for both a DP language acquisition course and the language development course would constitute malpractice.

It must be clearly understood that the key requirement of language development is that students engage with a language other than their best language.

Students are not restricted from undertaking language development in a language other than the language studied in the DP language acquisition course.

Diploma Programme language ab initio course

Students undertaking a DP language ab initio course as one of the two minimum required DP courses are also required to complete both language development and the language portfolio for the CP. The DP language ab initio course is organized into themes and topics. These give students the opportunity to practise and explore the language as well as develop intercultural understanding.

In order to complement this experience, the teacher may design a language development course that extends a particular theme or topic found in the DP language ab initio course and which focuses on an aspect of the CP that is of particular interest and/or relevance to the students. Care must be taken that this extension course does not repeat material found in the language ab initio course.

Alternatively, the language development teacher may provide students with a further theme or topic to study.

Diploma Programme language B course

Students undertaking a DP language B course as one of the two minimum required DP courses are also required to complete both language development and the language portfolio for the CP.

The DP language B course is designed with core topics and then a choice of topics.

When designing language development for a student undertaking a DP language B course, the teacher cannot use any core topics of the DP language B course. The language development teacher may use one or more of the topics from the remaining options not chosen for the language B course.

Alternatively, the teacher may design a language development course that extends a particular topic found in the language B course and which focuses on an aspect of the CP that is of particular interest and/or relevance to the students.

Care must be taken that this extension course does not repeat material found in the language B course but instead complements it.

The language development teacher may also provide students with a theme or topic to study not related to the DP language B course.

Other types of language development courses

External providers

Some schools may decide to use an externally provided language course. These are available:

- online
- from a local language school
- from a language provider.

Self-study

It is also possible to offer monitored self-study language development courses.

The school can design the course and require the students to meet certain expectations and regularly meet with the language teacher.

While schools can implement the language development component of the CP core to meet their needs and context, it is important that all requirements as outlined in this guide are met.

Language development objectives

The objectives for language development are organized into the three areas of communication (oral, visual and written) and are further grouped within four communicative processes.

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

The objectives are skills-based. The cognitive, linguistic and sociocultural aspects of communication intertwine within each of the four objectives.

Students are expected to develop the competencies to communicate:

- appropriately, accurately and effectively
- in an increasing range of social, cultural and academic contexts
- for an increasing variety of purposes.

Teachers must consider these objectives when planning, teaching, assessing and reporting on the students' language development and communicative competence.

Students' learning should cover all the objectives at a conceptually and linguistically appropriate level for each phase.

Overview of objectives

1. Oral communication

This encompasses all aspects of listening and speaking.

Students construct meaning through the process of internalizing meaning and articulating thoughts using speech in the target language.

Students are expected to be able to:

- listen and respond
- interact socially
- speak for specific purposes.

2. Visual interpretation

Students interpret and construct meaning from visual texts. Students develop their understanding of how images interact with oral and written text to convey ideas, values and attitudes.

Visual texts include:

- posters
- maps
- graphics
- films.

Engaging with visual text requires students to:

- think creatively and critically about what they are viewing
- be aware of opinions, attitudes and cultural references within the text.

Students are expected to be able to:

- interpret, and engage with, images presented with spoken and written language
- support their opinions and personal responses with examples from the text.

3. Reading comprehension

Students learn to construct meaning from written texts by making inferences and interpretations.

Engaging with written text requires students to:

- think creatively and critically about what they are reading
- be aware of opinions, attitudes and cultural references within the text.

Students are expected to be able to:

- understand information
- interpret, and engage with, written text
- support their opinions and personal responses with examples from the text.

4. Writing

This relates to the developmental process of writing.

Students are expected to be able to:

- organize and express thoughts, feelings, ideas, opinions and information in writing
- write for specific purposes
- write with increasing accuracy in the target language.

Reflection

Being reflective is an attribute of the IB learner profile: “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 language portfolio should incorporate a variety of reflections on the activities, tasks and assessments students have engaged in, their learning experiences, their understanding of other cultures and their future goals with their chosen language. Students are also expected to complete a final reflection at the end of their language development course.

Reflection in language development

Reflection is central to building a deep and rich experience in language development. Developing a culture of reflection helps students to recognize and understand how to be reflective as well as to decide the best methods and appropriate timing. Student learning is more effective when it is enhanced by reflection.

Reflection enables students to explore skills, strengths, limitations and areas for further development.

Through reflection students examine ideas and consider how they might use prior learning in new contexts.

Reflection can also help students to improve their problem-solving skills, develop higher cognitive processes and achieve a greater depth of understanding of their studies (eg how they might use prior learning in new contexts) in addition to exploring how learning experiences may influence future possibilities.

During language development, the form of reflection must take into account student choice. When overly prescribed, students may perceive the act of reflection as a requirement to fulfil another’s expectations.

Students may then aim to complete “a reflection” quickly since the value is unrealized. By contrast, the student who understands the purpose and process of reflection would choose the appropriate moment, select the method and decide on the amount of time needed. With this greater sense of autonomy and responsibility, the student may be encouraged to be more honest, forthcoming and expressive, and develop insights including those related to the learning outcomes. The ultimate intention is for students to be independently reflective and to enjoy the process and chosen method of reflection.

The overarching intention of reflection in language development includes the opportunity for students to:

- deepen learning
- consider relevance of learning experiences
- explore personal and group values
- recognize the application of knowledge, skills and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place a learning experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Students will require support, feedback and guidance in developing the ability to reflect. Teachers or supervisors should demonstrate and explain how reflection can be a positive experience in students' learning, and also highlight the many different models and approaches to reflection. Teachers can also assist students by asking guided questions to encourage reflection.

For reflection to be meaningful, schools must plan how to engage students in reflection as a learning process. The development of reflective skills is most effective when explicitly taught, guiding students to reflect independently.

Four elements of reflection

Four elements assist in the reflective process. The first two elements form the foundations of reflection.

1. Describing what happened: students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. Expressing feelings: students articulate emotional responses to their experiences.

The following two elements can expand perspective.

3. Generating ideas: rethinking or re-examining choices and actions increases students' awareness about themselves and their situations.
4. Asking questions: questions about people, culture, processes or issues prompt further thinking and ongoing inquiry.

Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. Students can be encouraged to move forward and ask deeper questions. For example:

What did I do? could become:

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?

Examples of words/phrases for thought: I think, know, believe, guess, wonder, hope, suggest.

How did I feel? could become:

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

Examples of words/phrases for feelings: I am (happy, sad, frustrated, excited), or I feel (concerned, curious, tired, content).

Many different words are used to express thoughts; there are many words that express feelings. Encourage students to brainstorm words that describe thoughts and feelings.

Time for reflection

Purposeful reflection is about quality rather than quantity. The topic of reflection and time spent engaging in reflective activity will depend on the individual student, as will the choice of method; meaningful reflection can also take place in groups.

When students identify moments worthy of reflection, they recognize and value reflection as a personal choice. Students should determine key moments during the learning process that inspire reflection.

Otherwise, if a set number of reflections are required, reflection can feel like an obligation that is contrary to the purpose of reflection in language development. The following approaches may be helpful.

- Students can choose significant moments as the basis for reflection, for example when they:
 - are learning something new
 - have mastered a new skill
 - are confronted with a particular challenge
 - experience new or heightened emotions
 - succeed in realizing a particular achievement.

- Students reflect during or at the end of a learning experience to identify important moments and recognize personal growth and achievements.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during and at the end of a series of learning experiences. This enables students to deliberate on such elements as opportunities, expectations, challenges, progress and personal growth.

Reflection offers students opportunities to understand the concept, process and value of learning. Students can adapt, adopt and integrate reflection into a lifelong practice.

To change the emphasis from reflection being teacher-led to reflection being a student choice, discuss with students what might prompt a person to want to reflect on their own and occasions when reflection might be useful. Note that reflection experiences in groups can be beneficial and students could also plan ways to reflect with their peers.

The forms of reflection

The form that reflection takes must be the students' own choice to encourage more honest, forthcoming and expressive insights. Allowing students a degree of choice also helps to cater for differences in learning styles. By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences and acquire sensitivity to the experiences of self and others.

There are many different ways to conduct reflection. Student reflection may be expressed through a written paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, a podcast, a video, a collage, a blog, or may use any other media or other forms of expression that students find most suitable for reflection.

Students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example, students might:

- take photographs during a learning experience and use these to reflect in writing
- compose a song describing what they gained from a learning experience
- dramatize a poem to emphasize an aspect of a learning experience
- produce a short video summarizing a learning experience
- form a group and create a poster highlighting aspects of a shared learning experience.

Students find greater value and purpose when they apply their own interests, skills and talents when reflecting and discover that reflection can be internal and private or external and shared.

In groups, students can brainstorm all possible ways they could reflect. Ask them to incorporate things they enjoy doing (eg. writing poetry or music, art, drama, dance, photography, conversation). Discuss which of these "ways to reflect" could be done alone or with others. Students could consider which might be best to facilitate reflection on:

- themselves—their thoughts, ideas, values, feelings, ethics, opinions, actions and hopes
- others—their peers, or people they meet or interact with
- community— concerns, culture and values of their community (eg their school or where they live), to gain insights and wider understandings
- society and the world—concerns, culture and values of their society and/or the world, to gain insights and wider understandings.

Class of 2018: LANGUAGE DEVELOPMENT AGREEMENT

The current status of all junior IB students is that of ANTICIPATED CANDIDATE. **In order to qualify to register for senior year IB exams and the status of CAREER-RELATED CERTIFICATE CANDIDATE, the anticipated candidate must successfully complete all the tasks in the timeline listed below.**

The IB Language Development Portfolio (LDP) is a requirement for all Career-Related Certificate candidates. Students who do not submit an LDP in accordance with the guidelines set by the International Baccalaureate Organization (IBO) and in accordance with the timeline and guidelines set by the Hardaway High School International Baccalaureate Programme will not qualify to earn the IB Career-Related Certificate regardless of scores on the IB exams.

Students should make every effort to produce quality work without overstressing themselves. This can be accomplished with prior planning and not procrastinating. Students must receive a passing score on the LDP to be eligible for the Career-Related Certificate. It could determine whether or not the student earns the IB Career-Related Certificate.

IB LANGUAGE DEVELOPMENT TIMELINE

<u>Due Date</u>	<u>Task/Event</u>
Dec. 14, 2016	Specific guidelines for the LDP will be introduced in PPS.
Feb 15, 2017	LD supervisor secured, and this form signed and returned to advisement teacher.
Feb 15, 2017	Mandatory meeting with LD supervisor to go over self-assessment and other forms. Work with your supervisor to set your learning goals & brainstorm resources you can use to begin accomplishing these goals. This meeting MUST be documented on the signature sheet.
April 3-14, 2017	Meet with your LD supervisor for a progress check. Bring evidence of progress AND reflections on your progress. It would be a good idea to have your supervisor check your reflections to ensure that you are doing them properly.
May 2017	Mandatory meeting with your LD supervisor for a progress check. Bring ALL evidence of progress AND reflections on your progress. At this meeting you should review progress, reassess resources being used, and set specific goals for summer. This meeting MUST be documented.
Summer 2017	Continue working on LD independently. If you have specific concerns, you may contact your supervisor by the method indicated on the contract. If you experience difficulty reaching your supervisor, please contact Mr. Snow via e-mail, and he will work to get in touch with your supervisor.
August 14-25, 2017	Mandatory meeting with LD Supervisor. The student is responsible for arranging the meeting. Bring ALL evidence of progress AND reflections on your progress. At this meeting you should share your summer progress with your supervisor and set goals for the senior year. This meeting must be documented.
November 6-17, 2017	Mandatory meeting with LD Supervisor to check for any major gaps or issues with the LDP. Make sure to bring your fully assembled portfolio so your supervisor can check it. This meeting MUST be documented.
January 15-26, 2018	Mandatory meeting with LD Supervisor. This is the FINAL meeting to check/review portfolio to address any final concerns. It would be a good idea to ask your supervisor to bring a letter to this meeting that speaks to the quality of work and effort you have put into this project. This meeting MUST be documented on the signature sheet. The signature sheet should now be complete.
Feb. 28, 2018	Final LDP due to Mr. Snow. Drop it off in his office by 8:10 AM.

Class of 2018: LANGUAGE DEVELOPMENT AGREEMENT

Target Language: _____

Supervisor Agreement

I have met with _____ and discussed his/her progress thus far on the Language Development Portfolio and agree to assist him/her with the Language Development process, ensuring that I will be available through the communication method(s) listed below over the summer of 2016 and to meet at the required times as specified in the LD Timeline.

Supervisor's printed name

Supervisor's signature

Date

Supervisor's contact information during summer of 2017:

Phone Number: _____ Text message preferred

E-mail: _____

Student Agreement

- *I have read the entire IB Language Development Agreement.*
- *I understand that the Language Development Portfolio is an IB Career-Related Certificate Programme requirement.*
- *I am aware that the quality of my Language Development Portfolio may determine whether or not I am awarded an IB Career-Related Certificate.*
- *I am aware that I am responsible for working with the above supervisor to complete the Language Development Portfolio process and am responsible for initiating contact and meetings.*
- *I certify that I have received this timeline in December of 2016 and that it is my responsibility to meet the deadlines so that I may qualify to take my senior IB exams and remain in good standing in Hardaway's IB Programme.*
- *I realize that each IB school has the authority to set its own internal timeline for the LDP.*
- *I know that no Language Development Portfolios will be accepted after the final due date.*

Student's printed name

Student's signature

Date

Parent's printed name

Parent's signature

Date

Due to Mr. Black/Ms. McMichael/Mrs. Newer Feb. 15, 2017 in Advisement.

Effective Citing & Referencing



The more people rationalize cheating, the more it becomes a culture of dishonesty. And that can become a vicious, downward cycle. Because suddenly, if everyone else is cheating, you feel a need to cheat, too. — **Stephen Covey**

Cheating in school is a form of self-deception. We go to school to learn. We cheat ourselves when we coast on the efforts and scholarship of someone else.

— **James E. Faust**

“Google’ is not a synonym for ‘research’.” — **Dan Brown**

Why cite

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people’s work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

What to cite

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite!

When to cite

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

How to cite

When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between our words/work and the words/work of others.
 - Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.
 - Paraphrase and summary of others’ work should similarly be distinguishable from our own words and ideas.
- Use of a style guide ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

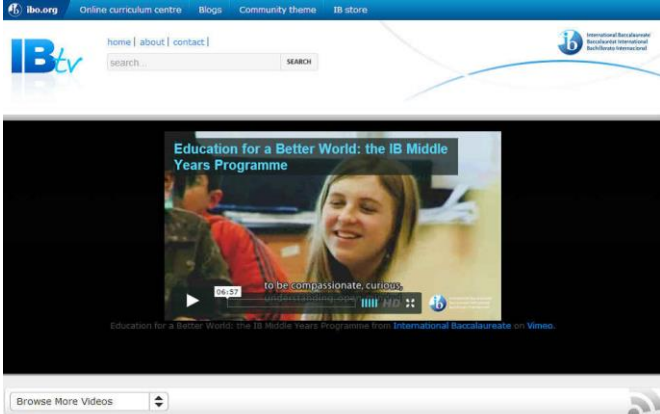
- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

The following section provides examples on how to cite:

- printed sources
- non-printed electronic sources
- online video clips
- social media.


		Citing printed sources	Source material
Quotation	Author	Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2).	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p>Reference:</p> <p>Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author-date	Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012: 2).	
	Numbered footnote	As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . P 2.	
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).	<p>Reference:</p> <p>Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author-date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . P 2.	

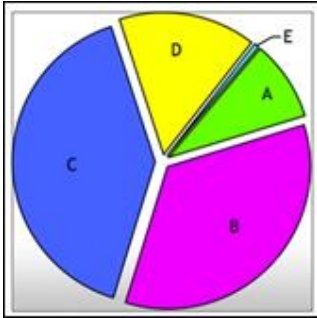
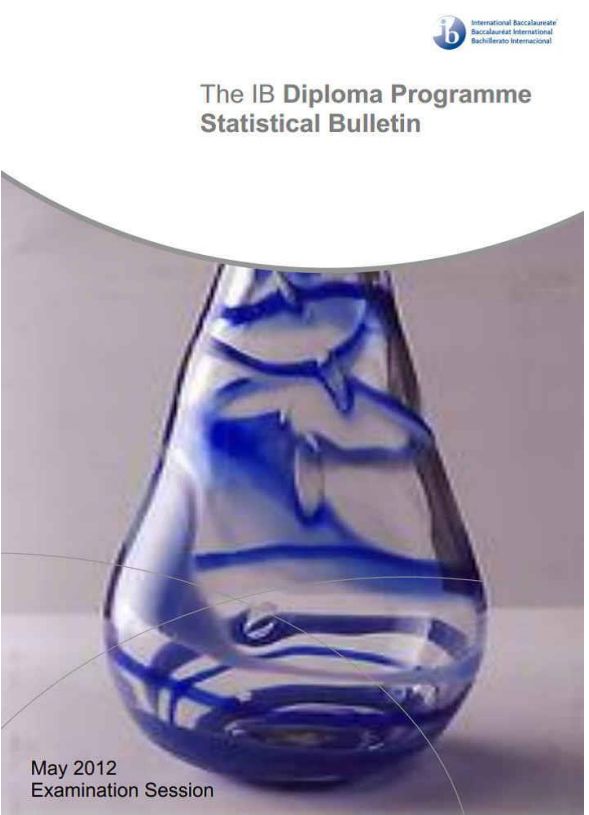
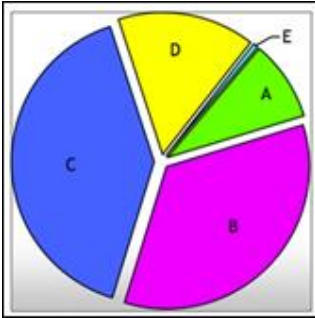
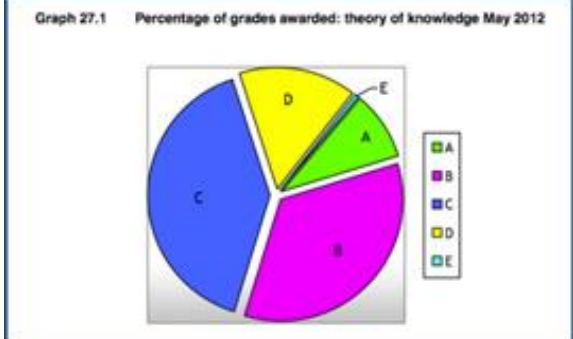
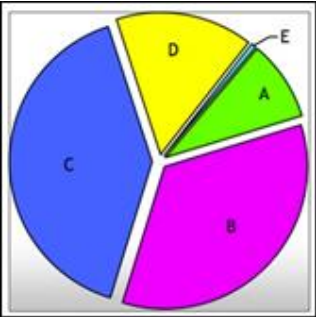
		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference:</p> <p>Royce, J. 1995. <i>Reading Matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	Royce, suggesting that ability to read is “a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important” (1995).	
	Numbered footnote	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”. ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	
	Author-date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

		Citing an online video clip	Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (<i>Education for a Better World</i>).	
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (IB 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	
Paraphrase	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (<i>Education for a Better World</i>).	
	Author-date	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (IB 2010).	
	Numbered footnote	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers. ³ ³ IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	

Reference:

IB (International Baccalaureate). May 2010. *Education for a Better World: the IB Middle Years Programme* (video). <http://blogs.ibo.org/ibtv/?p=327>. Accessed 30 November 2013.

		Citing social media	Source material
Quotation	Author	Commenting on an update on IB’s Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.	
	Author-date	Commenting on an update on IB’s Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner (2013) declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.	
	Numbered footnote	<p>Commenting on an update on IB’s Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.⁴</p> <p>⁴ Swanner, I. 21 November 2013. “I can vouch for that ...” comment on “Study shows IB graduates are more confident ...” The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org. Accessed 30 November 2013.</p>	
Paraphrase	Author	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner).	<p>Reference:</p> <p>Swanner, I. 21 November 2013. “I can vouch for that ...” comment on “Study shows IB graduates are more confident...”. The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org. Accessed 30 November 2013.</p>
	Author-date	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner 2013).	
	Numbered footnote	<p>A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university.⁴</p> <p>⁴ Swanner, I. 21 November 2013. “I can vouch for that ...” comment on “Study shows IB graduates are more confident ...” The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org. Accessed 30 November 2013.</p>	

	Citing an image	Source material
Author	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>The IB Diploma Programme Statistical Bulletin</p> <p>May 2012 Examination Session</p>
Author-date	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>Graph 27.1 Percentage of grades awarded: theory of knowledge May 2012</p>
Numbered footnote	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012.⁵</p> <p>⁵ IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme Statistical Bulletin, May 2012 Examination Session.</i> https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.</p>	<p>Reference:</p> <p>IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme Statistical Bulletin, May 2012 Examination Session.</i> https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.</p>

Definitions

The words listed here are often used, sometimes interchangeably, in textbooks and in style guides. To support understanding, the terminology in this guide uses the following definitions.

Documentation

Documentation is the stylized process of indicating sources in the text (citation) and giving full details (references) to enable another reader to locate the sources.

Style guide

A style guide is a published manual that gives guidance on citation and references to help ensure that our documentation is expressed consistently, and that we include all the elements needed for our sources to be identified.

Some style guides offer more than one set of choices or sub-styles; if we use a particular sub-style, we must be sure to use the same sub-style throughout our work.

As well as advice on citations and referencing, many published style guides give advice on spelling, abbreviations, punctuation, and so on. Many also give guidance on research and on the general writing process.

Style guides in common use in the academic world include the following.

- MLA (Modern Language Association)
- APA (American Psychological Association)
- Harvard
- Chicago/Turabian
- CSE (Council of Science Editors)
- ISO 690 (International Organization for Standardization)

Note local variations between style guides; writers should be sure to follow a single style guide consistently.

When consulted sources are accessed online, the IB prefers the use of URLs (uniform resource locators) or DOIs (digital object identifiers), even if the published style guide makes them optional.

Owing to different editions of style guides, the variety of languages in which members of the IB community complete their work, and diverse subject areas, the IB does not endorse any particular style guide. This choice is left to the discretion of the authors/creators, or their advisers.

For assessment purposes, IB students are not expected to show faultless expertise in referencing but are expected to acknowledge all uses of other people's work.

Citation

A citation is an indication (signal) in the text that this (material) is not ours; we have “borrowed” it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- in the form of an introductory phrase, or
- at the end of the statement, or
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.

Every citation should be given a full reference that enables the reader to locate the exact source used.

Reference

A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide will help ensure consistency, and will also ensure that all required elements are included.

Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.

Bibliography/references/works cited

Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another.

Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase

In writing an essay, we often use our own words to put over someone else’s thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas.

When we paraphrase, we need to make it very clear where the original author’s ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Summary

A summary is a much-shortened summing up of someone else's work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used.

Summaries are often used in a review of the literature — when we sum up what other writers have said or done in investigating a topic or theme.

Quotation

When we use someone else's exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference.

Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.

Documentation checklist

Documentation checklist	
When you have used an author’s exact words, have you put “quotation marks” around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else’s thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else’s words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?	
Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/ bibliography) in alphabetical order, with the last name of the author first?	

Elements to be included in the reference

	Author(s)/ creator(s)	Chapter/article/ page title	Title	Periodical name	Institution/ publisher and city	URL/DOI		Publication date	Volume/issue number	page number(s)	Database name	E-reader/device	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes			Yes					If applicable		
Chapter from book	Yes	Yes	Yes		Yes			Yes					If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes		Yes					If applicable		
E-book	Yes		Yes		Yes			Yes				Yes	If applicable		
Newspaper/ magazine article	If available	Yes		Yes				Yes		Yes					
Journal paper	Yes	Yes		Yes				Yes	Yes	Yes					
Electronic newspaper/ magazine article	If available	Yes		Yes				Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes		Yes	Yes	If available	If applicable	If applicable			
Internet/web page	If available	Yes	Yes		If applicable	Yes		If available							Usually
Internet site	If available		Yes		If applicable	Yes		If available							Yes
Image/graph/ graphic	If available		Yes		If applicable	If applicable		If available							If applicable
Video	If available		Yes		If applicable	If applicable		If available							If applicable
Blog	Yes	Yes	Yes			Yes		If available							Yes

Material in this guide has been taken from IB publications for each topic.