

**Reflective Project Handbook**  
Academic year 2021-2023

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## Introduction

All Career-Related Programme students participate in the four elements that make up the core of the programme:

- Personal & Professional Skills
- Language Development
- Service Learning
- Reflective Project (RP)

These four elements of the core complement each other, working together to achieve the following common aims:

- to support, and be supported by, the academic disciplines
- to foster international-mindedness
- to develop self-awareness and a sense of identity.

**Personal & Professional Skills (PPS)** 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.

**Service Learning** is at the heart of the Career-Related programme.

The emphasis in SL is on helping students to develop their own identities, in accordance with the ethical principles embodied in the *IB mission statement* and the *IB learner profile*.

**The Reflective Project (RP)** offers the opportunity for IB students to investigate an topic of their choice and is an extended piece of writing based around an ethical dilemma linked to the career related study.

This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience under the guidance of a supervisor.

## Approaches to learning

### Thinking skills and the Reflective Project

In the reflective project, thinking skills play a key role, especially in terms of providing students with the opportunity to demonstrate a deeper understanding of a very specific area of research. Critical thinking and reflection skills have a central role. Working on a specific area of research and engaging with different sources of information and data, students become exposed to different and new perspectives on issues and topics.

The Reflective Project requires students to engage with their research in an analytical and evaluative way. Further to this, the skill of reflection, particularly in relation to the process of conducting research, is highly valued. The mandatory reflection sessions and engagement assessment criterion place a high value on the benefits structured reflection can have on a student's learning and progress.

Through the Researcher's reflection space students are encouraged to reflect using a variety of different techniques, including written reflections, video diaries, blogs or MindMaps®, for example.

### Communication skills and the Reflective Project

The reflective project requires students to demonstrate their ability to communicate on a research topic of their choice in a specific way. They will need to formulate arguments clearly and coherently, as well as draft and proofread their own work.

During their supervision and reflection sessions students will develop their ability to communicate their research ideas, progress, challenges and rationale, both orally and in terms of summative reflections on their *Reflections on planning and progress form*.

In developing their Researcher's reflection space students can use a range of different communication techniques to record their thoughts, ideas, progress, timelines and arguments. These may include MindMaps®, blogs, annotated articles or images. Excerpts from the reflection space may be shared with their supervisor during sessions to stimulate discussion.

### Social skills and the Reflective Project

There are strong links between social skills and the affective skills associated with self-management, which is an important part of the extended essay experience. This is especially true given that students are managing a substantial task, not only in terms of workload and timelines, but also in terms of intellectual challenge. Providing students with a variety of strategies to help support and guide them through the extended essay will be invaluable to their success. Developing a good working relationship with their supervisor is an important part of students' skills development in this area.

### Self-management skills and the Reflective Project

As a substantial independent task, students undertaking an extended essay will need to identify and develop the necessary self-management skills to be successful. While support and guidance can be given from supervisors, part of the learning experience for students is to navigate their way through the extended essay independently. The benefits of the development of these skills are recognized when students' progress to university and the workplace, and are expected to be able to manage their workloads and competing priorities.

## Research skills and the Reflective Project

The Reflective Project is a research task providing the ideal opportunity for students to be able to demonstrate and develop their research skills. Students are able to engage in a wide variety of research depending on their choice of research topic and subject area. All students, regardless of their research area, are required to undertake a literature review which demonstrates their knowledge and understanding in context, and this requires them to be able to make informed choices about the relevancy, reliability, and validity of secondary source material. Additionally, they must choose research methods and techniques appropriate and relevant to the research question posed and the subject for which they are submitting their essay. Furthermore, students must also ensure that they are aware of any IB policy related to ethical practice when undertaking research.

Given that students are required to treat sources of information critically, and this is especially true of sources of information located on the internet, it is important that as part of their general research skills training, they develop technology literacy, which refers to the ability to access and use technology responsibly. This includes accessing and using electronically based sources.

Another important research skill that is developed and demonstrated in the Reflective Project is academic integrity. Students should grasp the fundamental values, become conversant with the technical aspects, and be supported by learning strategies to help them develop consistent and *effective citing and referencing* skills, for example.

## The Reflective Project

### Reflective Project at a glance

*'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.'* IB Reflective Project Guide, August 2016.

#### What is the Reflective Project?

The Reflective Project provides students the opportunity to explore an issue which particularly interests them, and to develop skills which will be of value to them in the future. The RP enables students to bring together all of their learning across the IBCP, including their career-related study (BTEC), PPS, Service Learning, Language Development and their Diploma Programme courses.

It is an in-depth body of work produced over an extended period and submitted towards the end of the CP. It is one of the CP's four core components.

#### What do I write about?

Students are required to identify and explore an ethical dilemma associated with an issue that arises from their career-related studies and then develop a well-reasoned argument based on appropriate supporting evidence

#### What format can the RP take?

You can choose one of two options:

- Option 1- A written essay (maximum 3000 words) plus reflections (maximum 1000 words) on the Reflections on planning and progress form.
- Option 2- A written essay (1500-2000 words) accompanied by an additional format (film, oral presentation, interview, play, or display), plus reflections (maximum 1000 words) on the Reflections on planning and progress form.

#### Option 1: Essay and Reflections on planning and progress form

An essay is a piece of formal writing organized into a number of sections or as a number of paragraphs linked together. The style of essay should see the student investigate an idea, evaluate evidence, expand on the idea, and set forth an argument concerning that idea in a clear, balanced, and concise manner. It is important that the student reflects upon the information they present and include their opinions/reflections too.

#### Option 2: Essay and additional format and Reflections on planning and progress form

For option 2, you write an essay and choose one of six additional formats. Whatever the format, it must be capable of being sent electronically to the IB for moderation and be presented in English, French or Spanish. When an additional format is submitted alongside the essay, these are marked and assessed together. The content of the additional format should be different from the essay component. For example, an argument presented in the essay should not be repeated in the additional format. Repetition or reformatted information already stated in the essay will lose you marks.

<b>Additional Format</b>	<b>Maximum length</b>
Short film	A 7 minute film or a written script of 700 words
Spoken presentation	7 minutes of audio/video or a written script of 700 words
Interview	7 minutes of audio/video or a written script of 700 words
Play	7 minutes of audio/video or a written script of 700 words
Display	A storyboard or a photo essay of up to 15 annotated images, 700 words

A **short film** (7 minutes) - you are free to create whatever type of film you believe will be a valuable component of your reflective project, for example a documentary, a drama, a news report and so on. You can choose to submit a written film script instead (700 words).

A **spoken presentation** (recorded on audio/video; 7 minutes) - A presentation provides you with the opportunity to address in a spoken format aspects of your reflective project. You 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. You can choose to submit a written script instead (700 words).

An **interview** (recorded on audio/video; 7 minutes) - An interview allows you to be creative by imagining and developing a discussion between two or more people. You 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. You can decide that your imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of your reflective project and create points of discussion or illustrate particular ideas.

*Note: When you are deciding on what format to use, make sure your choice will enable you to meet the assessment criteria.*

### Other key features of the Reflective Project

- The Reflective Project is compulsory for all students taking the Career-Related Programme
- A student must achieve a D grade or higher to be awarded the CP.
- The Reflective Project is internally assessed and externally moderated by the IB.
- The Reflective Project process helps prepare students for success at university and in other pathways beyond the CP.
- The Reflective Project 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 3,000 words accompanied by a reflection form of no more than 500 words OR a written essay 1500-2000 words accompanied by an additional format.
- It is the result of approximately 50 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.

## How do I write the Reflective Project?

### Before starting the reflective project, you should:

- ✓ Start thinking about the issue at the beginning of your CP.
- ✓ Read the assessment criteria.
- ✓ Understand what is meant by an ethical dilemma.
- ✓ Is the title of the reflective project in the form of a question rather than a statement or hypothesis?
- ✓ Is your question interrogative rather than descriptive? Is there more than one right answer to the question?
- ✓ Have you planned your answer carefully?
- ✓ Read previous reflective projects to identify strengths and possible pitfalls.
- ✓ Spend time working out your research question.
- ✓ Ensure your research question and ethical dilemma are associated with your career-related study – BTEC.
- ✓ Plan how, when and where you will find material for the reflective project.
- ✓ Have a clear structure in mind for the reflective project.
- ✓ Learn how to cite and reference your work.

### During your reflective project, you should:

- ✓ Create a researcher's reflective space (RRS) where you can record your thoughts on the aspects of the reflective project that specifically require reflection. This could be in the form of a journal or a blog.
- ✓ Have you explained the issue at the start of your reflective project?
- ✓ Have you clearly identified an ethical dilemma?
- ✓ Have you clearly shown different community/cultural perspectives with respect to the ethical dilemma of the issue?
- ✓ Does your reflective project show that you have explored different perspectives on the issue?
- ✓ Have you supported your arguments with relevant, credible and well-chosen facts, data and examples?
- ✓ Plan a schedule for researching and producing the reflective project, including time for delays and unforeseen problems.
- ✓ Start work early and adhere to deadlines.
- ✓ Maintain a good working relationship with your supervisor.
- ✓ Use the library and consult librarians for advice.
- ✓ Record sources with full referencing details as you go along (rather than trying to reconstruct a list at the end)
- ✓ Choose a new topic and a research question that can be answered if there is a problem with the original topic
- ✓ Use appropriate language
- ✓ Let your interest and enthusiasm show in your writing
- ✓ Is your own viewpoint clear?

### After completing the Reflective Project, you should:

- ✓ Check and proofread your final version carefully (see RP Final Draft Checklist below)
- ✓ Have you arrived at a reflective answer?
- ✓ Does the reflective project respond to the title question in a clear, logical and coherent manner?
- ✓ Have you carried out a self-evaluation on your reflective project based on the five assessment criteria?
- ✓ Have you cited all of your sources?
- ✓ Have you completed your RPPF form?

## How do I develop a research question?

Step 1- Find an issue related to your career-related study – BTEC Business

Step 2- Formulate a non-ethical question that simply asks you to describe what you know about the issue.

Step 3- Redraft your question so that it just asks for one solution to the problem or issue.

Step 4- Try to think of the ethical dilemma associated with the issue and open up the question so it leads to multiple answers.

Step 5- Now focus on the ethical dilemma and enlarge it so that the question now goes beyond the limits of the original observation.

Your question should have more than one right answer and require the use of argument.

	Level	Descriptors	Example A	Example B	Example C
Step 1	Real-life situation in the context of your CP	Observation from the workplace, class, discussion, something read in a newspaper etc.	Video refereeing	Deforestation	Child labour
Step 2	Non ethical	Simple description Does not involve an ethical dilemma Yes or No question	Would the introduction of video refereeing improve the modern game of football?	Does deforestation have an impact?	Is child labour common in some countries
Step 3	Poor	Closed question Descriptive answer	Descriptive answer What would improve the game of football?	Why human needs can lead to deforestation?	How does child labour affect both the children and the economy in a country and what is being done to prevent it
Step 4	Average	Open question Touches upon an ethical dilemma	Should a club be concerned with behaviour on and off the pitch?	Why should we be concerned with the origin of the wood we use?	How concerned should we be with child labour?
Step 5	Good	Open question Clear ethical dilemma More than one right answer	Should a club be excluded from competitions because of the behaviour of its fans?	Knowing that many communities rely on woodcutting, should we forbid the use of wood that is not from sustainable forests?	Knowing that many poor communities rely on income from all family members, should child labour be entirely illegal?

## How do I gather information for my RP?

Students are required to collect evidence related to the issue and the related ethical dilemma. Students must show critical judgment in the use of their data—the first source of information that they come across may not be the best one. They should therefore be prepared to seek out multiple sources of information.

Although students require a significant amount of data to inform and support their reflective project, they do not need to present it in lengthy annexes and appendices. Any material included in an appendix or annex is not part of the reflective project's total word count, and the examiner is not required to read it. If a piece of information is important, students must include it in the body of their reflective project.

Students must take care when using sources and double-check that the information is valid and reliable.

Students are required to find a range of evidence from a variety of sources, to give contrasting views of the issue and its ethical dilemma.

Students should cite evidence throughout their reflective project and not simply add it in at the end.

Relevant data could and should come from multiple sources, such as:

- ✓ Statistics from reputable sources (e.g. government organizations, professional organizations and nongovernmental organizations)
- ✓ An interview conducted with an authority or an expert on the issue in question (this could be conducted by the student or be an interview that has been published elsewhere).
- ✓ An essay, article or book on the subject
- ✓ Documentaries
- ✓ Credible internet sites (e.g. those provided by universities, museums, non-governmental organizations).

Students must exercise critical judgment when using websites to ensure that the information gathered is relevant and valid.

Students should avoid:

- Surveys carried out with their friends, teachers, colleagues from their work placement or their parents Although these sources may have ideas or opinions on the issue, for a survey to have scientific validity it has to be conducted on a larger scale and to be socially representative.
- Source material that is not fully synthesized Students must summarize the data that they use and ensure it is part of the main body of their argument. This will also make their arguments more effective.
- Using themselves as a source Students cannot use themselves as their principal source.
- Long passages copied from the internet or books or journals, which are not analysed in any way if students cite a source, they must explain how it contributes to the issue under discussion.
- Using other people's work or thoughts without citing the source Students must not take credit for someone else's work. This is plagiarism. Students must always cite their sources and use an appropriate referencing system. Students should talk to their teacher and/or librarian about what referencing system to use.

## Reflections

How do I keep my reflections whilst doing my RP?

During your Reflective Project it is important you keep a log of what you are doing. You have to produce two documents:

The Researcher's Reflection Space (RRS)

The Reflections on Planning and Progress Form (RPPF)

### Researcher's Reflection Space (RRS)

Is an informal document where you log all your reflections on a weekly basis. You should discuss your initial thoughts, how your perspective changes throughout your research and your personal opinions and thoughts as you go through this process.

This might include:

Annotated newspaper cuttings or web printouts on your research topic

Concept maps, tables, charts, graphs and any other salient information relating to your research topic

Images of products, people, institutions or events that are related to the issue under study

Maps of connections that illustrate how people, communities and places are connected by your topic

Entries that describe or explain your personal feelings about the issue and ethical dilemma

under study, about yourselves and the community around you as you learn more about their topic

Records of how you may have changed their mind about the ethical dilemma

Brainstorms of the possible methods that could be used for your study

Work plan for the research, with reflections on its usefulness

Key quotations with attributions that you have found relevant and useful for your research topic

### Reflections on Planning and Progress Form (RPPF)

Formal document where you log the key reflections after your Supervisor meetings (e.g. Initial Reflections, Interim Reflections, Final Reflections). Students should complete one section after each Supervisor meeting, using the key parts of your RRS to help. It should be no more than 1000 words and will be submitted to the IB along with your completed Reflective Project.

The first formal meeting should focus on your initial ideas and how you plan to undertake your research; the interim meeting is once a significant amount of your research has been completed, and the final meeting once you have completed and handed in your reflective project.

After each formal meeting you must record your reflections on this form and your supervisor must sign and date each reflection.

This form acts as a record in supporting the authenticity of students work.

The RPPF form can be found at this link [RPPF Form](#)

## Structure

### How do I structure the Reflective Project?

This gives a basic structure that might help you organise your ideas and write your Reflective

#### Introduction

- Clearly state/identify the issue in your reflective project.
- Provide some background to the issue, that is, show the examiner how the particular issue relates to your career-related studies and why it is important to discuss the issue.
- Briefly talk about some of the different perspectives/how different people might view this Issue.
- Explain the ethical dilemma in your issue.
- State the research question you are going to explore and try to answer through your RP.

#### Main Body

- **What are the different perspectives/view-points to your question?**
  - o Why do they think that?
  - o What evidence is there to support each view point?
  - o Where has that evidence come from (remember to cite your references throughout!)?
  - o Is this evidence unbiased/what biases could affect the validity of the evidence?
  - o What are the arguments for and against each perspective?
- **What local and/or global examples are there related to this issue?**
  - o How does your question impact the local and/or global community?
  - o Is there a specific example that illustrates one of the perspectives?
  - o How does this compare to the other perspectives?
  - o You could include primary research describing the opinions/different perspectives of a local community
- **How might cultural differences impact different opinions/answers to the question** (e.g. gender, history, language, location, nationality, religious beliefs, socio-economic background)?
- What is your personal opinion on this issue?
  - o Why?
  - o What evidence do you have to support this opinion?
  - o Where is that evidence from?

#### Conclusion

- **Overall what are the key different opinions that have resulted from your research?**
  - o Are they valid?
  - o Is there enough research to support them?
  - o What problems are there in accepting one perspective over another?
- **What are your reflections on this issue, having done this research.**

## Roles and responsibilities

### The Role of the students

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

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

### The Role of the Supervisor

The **role** of the supervisor is to:

- discuss with students:
  - the nature of the reflective project
  - the most appropriate research methods to use
  - the formal requirements for the completion of the task
- help students to plan and undertake their research for the reflective project
- ensure students know what the assessment requirements are for the reflective project
- ensure students understand that they are responsible for their own work and should take pride in the finished product
- encourage students to ask their supervisor for advice and information
- ensure that students are familiar with the ethical guidelines for the reflective project
- ensure to have three formal meetings with their student: prior to commencement of the reflective project, while working on it and at the end.
- through discussion, helps the students to devise a well-formulated and focused research question
- ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- ensures that students have access to exemplars, the Reflective project guide, the Reflective project additional guide and the IB publication Effective citing and referencing
- holds informal and formal meetings with the student; the formal meetings are held to enable the students to complete the formally assessed RPPF
- reviews and comments on only one complete draft of the reflective project (but does not edit the draft)

- monitors the progress of the reflective project to offer guidance and to ensure that the reflective project is the student's own work
- confirms the authenticity of the finished reflective project
- marks the finished reflective project
- completes the supervisor's report
- provides an explanation in the report in cases where the number of hours spent with the student in discussing the reflective project is less than the recommended three to five hours (in particular, it is necessary to describe how it has been possible to guarantee the authenticity if the reflective project in such circumstances)
- writes a report and presents it to the school's Career-related Programme coordinator if malpractice, such as plagiarism, is suspected in the final reflective project.

The supervisor can only comment on one completed draft of the reflective project. This is the last point at which the supervisor sees the reflective project before it is finally submitted.

Supervisors must not:

- correct spelling and punctuation
- correct information, data, statistics etc
- rewrite or reproduce any of the reflective project
- indicate where whole sections of the project might be better placed
- proofread the reflective project for errors
- correct bibliographies or citations

The next version the student hands to the supervisor must be the final one.

## Referencing

At Raffles World Academy we use Harvard Referencing Style.

Information must include: name of author, date of publication, title of source, and page numbers as applicable. Students should clearly distinguish between their words and those of others by the use of quotation marks (or other methods like indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated.

Students must ensure that all sources have been acknowledged.

### How do I use Harvard referencing?

Harvard is a style of referencing, primarily used by university students, to cite information sources.

Two types of citations are included:

1. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

"After that I lived like a young rajah in all the capitals of Europe..." (Fitzgerald, 2004).

2. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment. Here is an example of a full citation for a book found in a Harvard Reference list:  
Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner.

Generally, Harvard Reference List citations follow this format:  
Last name, First Initial. (Year published). Title. City: Publisher, Page(s).

When there are multiple works by the same author, place the citations in order by year. When sources are published in the same year, place them in alphabetical order by the title.

How do I reference multiple sources by the same author?

Example:

Brown, D. (1998). *Digital fortress*. New York: St. Martin's Press.

Brown, D. (2003). *Deception point*. New York: Atria Books.

Brown, D. (2003). *The Da Vinci code*. New York: Doubleday.

How do I reference a journal?

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ([online]), the website URL, and the date that the article was accessed.

Structure:

Last name, First initial. (Year published). Article Title. Journal, [online] Volume (Issue), pages.  
Available at: URL [Accessed Day Mo. Year].

Example:

Raina, S. (2015). Establishing Correlation between Genetics and Nonresponse. *Journal of postgraduate Medicine*, [online] Volume 61(2), p. 148. Available at: <http://www.proquest.com/products-services/ProQuest-ResearchLibrary.html> [Accessed 8 Apr. 2015].

How do I reference a newspaper?

When citing a newspaper, use the following structure:

Last name, First initial. (Year published). Article title. Newspaper, Page(s).

Example:

Weisman, J. (2015). Deal Reached on Fast-Track Authority for Obama on Trade Accord. *The New*

York Times, p.A1.

How do I reference a newspaper article found online?

To cite a newspaper found either on a database or a website, use the following structure:

Last name, First initial. (Year published). Article title. Newspaper, [online] pages. Available at: url [Accessed Day Mo. Year].

Example:

Harris, E. (2015). For Special-Needs Students, Custom Furniture Out of Schoolhouse Scraps. New York Times, [online] p.A20. Available at: <http://go.galegroup.com> [Accessed 17 Apr. 2015].

How do I reference a website?

When citing a website, use the following structure:

Last name, First initial (Year published). Page title. [online] Website name. Available at: URL [Accessed Day Mo. Year].

When no author is listed, use the following structure:

Website name, (Year published). Page title. [online] Available at: URL [Accessed Day Mo. Year].

Example:

Messer, L. (2015). 'Fancy Nancy' Optioned by Disney Junior. [online] ABC News.

Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior017/story?id=29942496#.VRWbWJwmbS0.twitter> [Accessed 31 Mar. 2015].

Mms.com, (2015). M&M'S Official Website. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr. 2015].

How do I reference a blog?

Blogs are regularly updated webpages that are generally run by an individual.

When citing a blog post, use the following format:

Last name, First initial. (Year published). Post title. [Blog] Blog name. Available at: URL [Accessed Day Mo. Year].

Example:

Cohen, M. (2013). Re-election Is Likely for McConnell, but Not Guaranteed. [Blog] FiveThirtyEight.

Available at: <http://fivethirtyeight.blogs.nytimes.com/2013/07/01/reelection-is-likely-for-mcconnell-but-not-guaranteed/> [Acces

Your CP coordinator will host an assembly to teach you how to reference your work in Grade 11 and in Grade 12.

## Academic honesty

In order to manage academic integrity, I will support my school and I understand I must:

- ✓ complete all my reflective project in an honest manner and to the best of my abilities.
- ✓ give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- ✓ abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- ✓ abstain from giving undue assistance to peers in the completion of their work
- ✓ show a responsible use of the internet and associated social media platforms.
- ✓ respond to acts of student academic misconduct and report them to my teachers and/or IBDP/CP Coordinators.
- ✓ respond to acts of school maladministration and report them to my teachers and/or IBDP/CP Coordinators.

In order to avoid committing plagiarism I will ensure the following:

- ✓ Read and understand their school's academic integrity and honesty policy.
- ✓ Design time schedules or plans to manage tasks sensibly.
- ✓ Maintain organized notes and sources consulted during the production of work.
- ✓ Seek guidance and support from my teachers or tutors when doubts arise about referencing.
- ✓ Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- ✓ Give credit for copied, adapted, paraphrased and translated materials from others.
- ✓ Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the Harvard referencing style.

## Assessment in the reflective project

Criterion	Aspect of the Reflective Project Assessed	Marks available
A – Focus and method	Ethical dilemma and issue Research question Methodology	6 marks
B – Knowledge and understanding in context	Context Local or global examples Alternative perspectives and perceptions of dilemma	9 marks
C – Critical Thinking	Research Analysis Discussions and evaluation	12 marks
D – Presentation	Structure Layout	3 marks
E – Engagement and reflection	Process Engagement Research focus	6 marks
<b>Total marks</b>		<b>36</b>

### Assessment objectives

#### 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 practice

Reminder about the word limits: if any written element of the reflective project exceeds the maximum permitted word limit, teachers and moderators will not read or assess beyond that maximum.

## 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	<ul style="list-style-type: none"><li>The work does not reach the standard of the descriptor below.</li></ul>
1–2	<ul style="list-style-type: none"><li>The research question identifies an issue related to the career-related study, but not a suitable ethical dilemma relating to that issue.</li><li>There is limited evidence of a planned approach, resulting in little information on how the research is intended to be conducted, used and analysed.</li></ul>
3–4	<ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>
5–6	<ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>

## 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	<ul style="list-style-type: none"> <li>The work does not reach the standard of the descriptor below.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Some awareness of how cultural perspectives can influence the ethical dilemma is demonstrated, although this is likely to be largely implicit.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>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).</li> <li>There is evidence of a relevant and sustained understanding of the impact of the ethical dilemma on community members.</li> <li>Understanding of how cultural perspectives can influence the ethical dilemma is demonstrated and supported, where appropriate, with relevant examples.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>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).</li> <li>The use of a local or global example to contextualize the ethical dilemma is effective and well integrated.</li> <li>The impact of the ethical dilemma on community members is analysed and forms an integral part of the inquiry.</li> <li>Analysis of how cultural perspectives can influence the ethical dilemma is developed and integrated into the ideas presented.</li> </ul>

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

## 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"><li>The work does not reach the standard of the descriptor below.</li></ul>
1	<ul style="list-style-type: none"><li>There is a straightforward structure to the project as a whole, with similar material grouped together in a logical manner.</li></ul>
2	<ul style="list-style-type: none"><li>Communication is generally clear and structured appropriately, with consistent use of appropriate terminology.</li></ul>
3	<ul style="list-style-type: none"><li>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.</li></ul>

## 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"><li>The work does not reach the standard of the descriptor below.</li></ul>
1-2	<ul style="list-style-type: none"><li>There is evidence of student reflection but this is mostly descriptive.</li><li>Reflections given on decision-making and planning are procedural.</li><li>These reflections communicate a limited degree of personal engagement with the subject and/or the process of research.</li></ul>
3-4	<ul style="list-style-type: none"><li>There is evidence that student reflection is analytical.</li><li>Reflections given on decision-making and planning include reference to conceptual understanding and skill development.</li><li>These reflections communicate a moderate degree of personal engagement with the subject and process of research, demonstrating some intellectual initiative and/or creativity.</li></ul>
5-6	<ul style="list-style-type: none"><li>There is evidence that student reflection is evaluative.</li><li>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.</li><li>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.</li></ul>

## Clarification and explanation of the criteria

### A: Focus and method

Mark band	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band will not meet the requirement to select and define an appropriate research question.</li> </ul>
1- 2	<ul style="list-style-type: none"> <li>The research question identifies an ethical dilemma related to the career-related study.</li> <li>There is evidence of planning and acknowledgement of bias and validity.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band may identify an issue, but not an ethical dilemma arising from the issue. There will be a weakness in shaping it into a meaningful research question. For example, there may be identification of an issue (animal experimentation) without linking it to an ethical dilemma (Should animals be used for medical testing for the development of better medicines for humans?). It may be a descriptive project and may lack contrasting perspectives.</li> <li>There will be a link to a career-related context, although this is likely to be incidental or undeveloped.</li> <li>Work in this band will include relevant supporting evidence but may draw heavily on a limited range of sources (eg quoting large sections from a single document or over-relying on websites such as Wikipedia). Selection of evidence will tend to be heavily weighted to one perspective.</li> <li>Any awareness of bias and validity is likely to be mainly implicit and inadvertent (eg quoting evidence from contrasting sources without an explicit recognition that they are contrasting in nature).</li> </ul>
3-4	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band is likely to both identify a relevant issue with an ethical dilemma (eg privacy in social media) and develop it into an appropriate research question (eg How far is it acceptable for social media companies to use data gathered from their users?). The approach to the question is likely to be methodical (eg acknowledging points from opposing perspectives) and rely on a straightforward “for and against” format.</li> <li>The information gathered will be well chosen and consistently relevant. Evidence for different perspectives is more balanced, but still may be weighted towards one side. Quotations and evidence tend to be used more selectively, drawing on a wider range of sources and formats (eg including graphs and tables as well as quotations).</li> <li>Understanding of bias and validity is likely to be mainly implicit, but there is clearer evidence of choosing reliable sources and understanding the difference between fact and opinion</li> </ul>

5-6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band includes a question that provides the opportunity to evaluate the implications of the ethical dilemma beyond simply giving the case for and against. For example, "Should terminally ill individuals have the option of physician-assisted suicide?" allows the student to explore a wider range of perspectives at a theoretical (medical, legal, moral) and personal (doctor, patient, family) level.</li> <li>• Source materials are well chosen, varied and are often used with precision to illustrate particular points, arguments and ideas. Work in this band is likely to take account of aspects such as value judgments, bias and misrepresentation of evidence/statistics in their responses and comment on them where appropriate.</li> </ul>
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## B: Knowledge and understanding in context

Mark band	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>The work does not reach the standard of the descriptor below</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band shows little or no awareness of the wider contexts that might affect or influence the ethical dilemma chosen (eg choosing an ethical dilemma around animal experimentation, but not considering life-saving medicines that may have been developed as a result).</li> </ul>
1 - 3	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Some awareness of how cultural perspectives can influence the ethical dilemma is demonstrated, although this is likely to be largely implicit.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band is likely to focus on the more obvious or surface features of the ethical dilemma or mainly deal with one aspect at the expense of a broader perspective (eg Wind power is good because it does not hurt the environment). Wider contexts (eg negative impact on residents, cost versus benefit) are likely to be referred to only in passing or left implicit.</li> <li>Work in this band may be more likely to present a particular view on the ethical dilemma, rather than explore different perspectives on it. Consequently, while different viewpoints may be acknowledged or referred to, evidence is not weighed up or balanced.</li> <li>Work in this band demonstrates awareness that the ethical dilemma will have a particular impact on relevant community members, but this will tend to be stated rather than explored or presented in a way that is self-evident. As with wider contexts, cultural perspectives are likely to be referred to only in passing or left implicit.</li> </ul>
4 – 6	<ul style="list-style-type: none"> <li>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).</li> <li>There is evidence of a relevant and sustained understanding of the impact of the ethical dilemma on community members.</li> <li>Understanding of how cultural perspectives can influence the ethical dilemma is demonstrated and supported, where appropriate, with</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band presents a balanced view of the ethical dilemma recognizing the pros and cons of different viewpoints (eg Wind power is a clean, renewable energy source, but can be unreliable), all with supporting evidence, although coverage may still be uneven.</li> <li>The different ideas and arguments will be presented/described, often methodically, in a way that shows an understanding of the issue and related ethical dilemma. However, there is likely to be limited analysis and the responses will still tend to deal mainly with the more obvious aspects of, and perspectives on, the ethical dilemma.</li> <li>An understanding of the impact on the communities and influence of cultural perspectives is beginning to be more integrated into the overall arguments presented and informs the whole response. Examples are relevant and begin to develop some of the points made.</li> </ul>

<p>7 – 9</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• The use of a local or global example to contextualize the ethical dilemma is effective and well integrated.</li> <li>• The impact of the ethical dilemma on community members is analysed and forms an integral part of the inquiry.</li> <li>• Analysis of how cultural perspectives can influence the ethical dilemma is developed and integrated into the ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band is beginning to be more nuanced (eg becoming aware of the subtleties, ironies and contradictions within the different perspectives: The hazard to wildlife/visual impact on the landscape of the most “green” source of power), although this may not be sustained throughout the whole response.</li> <li>• A range of different perspectives/viewpoints is analysed and evaluated rather than just presented/contrasted. There is justification of the validity and weaknesses of different arguments and balance between them when drawing conclusions (eg large upfront investment required to build wind turbines balanced against low running costs).</li> <li>• Similarly, the impact on communities and/ or global and cultural perspectives is considered and, where appropriate, balanced (eg impact on rural communities of wind turbines, the economic impact on mining communities of decreasing reliance on coal balanced with the global environmental benefits of clean renewable energy).</li> </ul>
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## C: Critical thinking

Mark band	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band will tend not to present an argument, but simply describe an issue.</li> </ul>
1 - 4	<ul style="list-style-type: none"> <li>A basic argument is presented. Evidence is presented.</li> <li>The student presents straightforward conclusions, although these are asserted without drawing on any arguments or evidence provided.</li> <li>Some simple ideas are connected and supported with evidence, although this may not be consistent throughout the project.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band presents a basic argument, outlines some main points that are relevant and, as a minimum, acknowledges different viewpoints. However, some ideas are likely to be presented as self-evident rather than explained (eg poorer people don't have any choice but to use payday loan companies).</li> <li>The viewpoint expressed in the project (eg banks behave unfairly) is mostly consistent and at times supported with evidence, but remains largely undeveloped. Similarly, inferences made from the evidence are relevant but mainly at the surface level (eg The high fees charged by banks are unfair because they affect those who can least afford them).</li> <li>Conclusions are relevant, but may be repetitious or not well linked to the ideas in the rest of the essay.</li> </ul>
5 - 8	<ul style="list-style-type: none"> <li>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.</li> <li>Conclusions made are logical, drawing on the arguments and evidence presented.</li> <li>Ideas are supported by relevant evidence from different sources to develop an overall argument</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band uses evidence more effectively to develop ideas and shows a straightforward understanding of consequences (eg Building a hotel resort bordering a nature reserve can damage the reserve).</li> <li>Conclusions may still tend to re-present points made in the main body of the essay rather than use them to develop new ideas, but the point of view reached will be justified and explained.</li> <li>Points made are beginning to build on one another in a logical sequence to provide an overview of the ethical dilemma, although this may not always be consistent.</li> </ul>

<p>9-12</p>	<ul style="list-style-type: none"> <li>• The argument presents a considered and convincing discussion of the issue and the associated ethical dilemma, interpreting and applying evidence to draw considered inferences.</li> <li>• Conclusions made are perceptive and concise, drawing consistently on the arguments and evidence presented.</li> <li>• Connections made between ideas are insightful, sustained and coherent and developed by a range of well-chosen evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• In this band, points made and evidence chosen combine to develop a clear and coherent argument, moving with confidence between taking an overview of the subject and engaging with specific details and evidence.</li> <li>• Understanding of concepts such as cause and effect is becoming more developed and nuanced, for example by considering different unintended negative consequences of positive actions (Diverting resources into cancer treatments leads to lower funding for social care and a reduction in the quality of life for a larger number of patients with less serious, chronic conditions).</li> <li>• Conclusions tend to draw on, but not simply repeat, ideas, evidence and arguments from earlier in the response, providing an effective overview of the issue and the associated ethical dilemma.</li> <li>• Work in this band begins to synthesize, rather than simply select and present, evidence, bringing together ideas and information from different sources to support and develop the argument.</li> </ul>
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## D: Communication

Mark band	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>There is little sense of a logical sequence to the response; introductions and/or conclusions may be brief or missing.</li> </ul>
1	<p>There is a straightforward structure to the project as a whole, with similar material grouped together in a logical manner.</p>	<ul style="list-style-type: none"> <li>Work in this band provides a structure that is appropriate to the task, including an introduction and conclusion. The response is organized into paragraphs with simple links between them that usually follow a logical sequence, although transitions between sections may, at times, be awkward.</li> <li>Work in this band uses terminology appropriately, but it may not always be fully explained and there may be some evidence of misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>Communication is generally clear and structured appropriately, with consistent use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band structures material to support the argument, with points following logically on from each other and leading to an appropriate conclusion. Linking between paragraphs and/or sections is clear and consistent, although it will often follow a straightforward “for and against” model.</li> <li>Terminology is mostly used appropriately and is explained or defined where relevant.</li> </ul>
3	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of the response is organized to develop an overall argument. Each section builds effectively on what has gone before, leading to a logical conclusion.</li> <li>Terminology is used clearly and precisely to support and develop ideas.</li> </ul>

## E: Engagement and reflection

Mark band	Descriptor	Characteristics of performance
0	The work does not reach the standard of the descriptor below.	<ul style="list-style-type: none"> <li>• There is little evidence of a planned approach to research or awareness of how it could be improved.</li> </ul>
1 – 2	<ul style="list-style-type: none"> <li>• There is evidence of student reflection but this is mostly descriptive.</li> <li>• Reflections given on decision-making and planning are procedural.</li> <li>• These reflections communicate a limited degree of personal engagement with the subject and/or the process of research.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band tends to describe what was done rather than why it was done and what impact it had on the response.</li> <li>• Comments on how the research methods could have been improved are likely to be appropriate, but general.</li> <li>• Work in this band expresses a relevant personal view on the issue and related ethical dilemma, but this is unlikely to be developed.</li> </ul>
3 – 4	<ul style="list-style-type: none"> <li>• There is evidence that student reflection is analytical.</li> <li>• Reflections given on decision-making and planning include reference to conceptual understanding and skill development.</li> <li>• These reflections communicate a moderate degree of personal engagement with the subject and process of research, demonstrating some intellectual initiative and/or creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band considers what has been learned about the issue and research methods, justifying choices and suggesting improvements, although this may not be consistent.</li> <li>• Work in this band reflects critically on the choice of research methods and begins to link this to an understanding of the issue and related ethical dilemma (eg explaining the need for a range of evidence to represent different perspectives).</li> <li>• Work in this band expresses a reasoned personal response to the issue and related ethical dilemma and begins to show evidence of ability to identify and explain insights gained.</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• There is evidence that student reflection is evaluative.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band expresses and explains how the student's understanding of the issue and related ethical dilemma has changed and developed and what new insights they have gained as a result of undertaking the project.</li> <li>• Work in this band justifies the approach taken to developing a research method, often linking it explicitly to the chosen issue and related ethical dilemma (eg showing understanding that different forms of evidence can have different effects—a graph could show the scale of an issue precisely, but a first-person account may have a more emotional impact).</li> <li>• There is evidence in the work that the student is beginning to develop their own ideas and insights rather than re-presenting the views of others. Evidence of initiative in research methods could include effective primary research (eg seeking an interview with someone directly involved in or affected by the issue).</li> </ul>

## The Reflective Project student form

### Grade 11 IBCP

This form should be returned to Mrs. O Donnell no later than Thursday, 24th February, 2022

Name of Student \_\_\_\_\_

Grade \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

I understand that

- ✓ My RP is an **independent** research project. It is my responsibility to read the RP guide and the assessment criteria and seek clarification, when needed, from my supervisor.
- ✓ **Academic honesty** is critical to the successful completion of this project. All sources must be properly acknowledged and appropriately referenced.
- ✓ My supervisor is a guide, **NOT** a proofreader, **NOT** a photocopier or printer, and **NOT** an editor.
- ✓ My supervisor is allowed to spend only 3-5 hours on this project with me.
- ✓ All deadlines for the successful completion of this project must be met. My supervisor is not obliged to review my work if I have missed a deadline.
- ✓ If I do not submit an RP, I will not be awarded the IBCP diploma.

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Reflective Project Deadlines

Grade 11

Tuesday 12th April 2022	Introduction to the Reflective Project – Information Session
Tuesday 26th April 2022	Supervisor and topic selection complete. The RP form completed, signed by your supervisor and <b>returned to me in the DP/CP office.</b>
Tuesday 17 <sup>th</sup> March,2022	First meeting with your supervisor by this date.
Tuesday 3 <sup>rd</sup> May 2022	Detailed outline to be submitted to the supervisor
<b>First interaction session</b>	
Friday 6 <sup>th</sup> May 2022	Detailed summer work plan to be submitted to the supervisor (as detailed as deemed fit by individual supervisors).
<b>Second Interaction Session</b>	
27 <sup>th</sup> – 29 <sup>th</sup> June	RP focus week
Tuesday 6 <sup>th</sup> September 2022	Draft 1 to be submitted
Tuesday 13 <sup>th</sup> December 2022	Final Draft submitted