

1. The New IB Logo



2.

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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

3. The extended essay evaluation form

Extended Essay Evaluation Form

<u>Assessment Criteria</u> (See pages 25-31 and the Subject specific detail in the Extended Essay Guide for first Exam May 2009)	<u>Achievement Level</u>	<u>Draft 1</u>	<u>Final</u>
A. Research Question:	0-2		
B. Introduction: Relates to existing knowledge and explains significance of investigation	0-2		
C. Investigation: Planning and range of sources consulted	0-4		
D. Knowledge and understanding of the topics studies: placed in academic context	0-4		
E. Reasoned argument: Logical, coherent presentation of ideas	0-4		
F. Application of analytical and evaluative skills appropriate to the subject:	0-4		
G. Use of Language: Terminology appropriate to the subject	0-4		
H. Conclusion: Relevant to the research question and consistent with the evidence presented	0-2		
I. Formal presentation: Title page, table of contents, page numbers, illustrations, quotations, bibliography, appendices, under 4000 words	0-4		
J. Abstract: Under 300 words with research question, how investigation was done and conclusion(s)	0-2		
K. Holistic judgment: Intellectual initiative, depth of understanding and Insight	0-4		
Total Extended Essay Score:	0-36		
Grade Boundaries: E: 0-8 D: 9-16 C: 17-24 B: 25-29 A: 30-36			
Plagiarism Detected:	First Draft	Yes <input type="checkbox"/>	<input type="checkbox"/> No
	Final Paper	Yes <input type="checkbox"/>	<input type="checkbox"/> No

Comments: