ei sui iai	l engageme	ent							E	xploration	on								
Mark	Descripto											r							
			nes not r	each a s	tandard	describe	hv the de	escriptors below					not reach a	a standard	described	by the	descripto	rs belo	OW.
The student's report does not reach a standard described by the descriptors below. The evidence of personal engagement with the exploration is limited with little independent thinking, initiative or insight. The justification given for choosing the research question and/or the topic under investigation does not demonstrate personal significance, interest or curiosity. There is little evidence of personal input and initiative in the designing, implementation or presentation of the investigation. The evidence of personal engagement with the exploration is clear with significant independent thinking, initiative or insight. The justification given for choosing the research question and/or the topic under investigation demonstrates personal significance, interest or curiosity. There is evidence of personal input and initiative in the designing, implementation or presentation of the investigation.								Mark Descriptor											
B mark→ IB mark Pnts (/10		conv	ersion 2					IB mark PE:	IB	his indicator s	relevance, relia The report sho issues that are hould only be a Class point 0	bility and ws eviden relevant oplied whe	sufficiency ace of full a to the met an appropri	of the coll wareness thodology iate to the i	ected data of the sign of the inv investigatio	a. nificant : vestiga	safety, et tion*.	rs in T	or environmental
•	<u> </u>												.,						
nalysis									_	Evaluat									
Mark	Descripto									Mark	Descrip	tor							
0 1-2	The student's rep									0	The student's	report do	es not rea	ch a stand	ard describ	bed by	the descr	iptors	below.
	The report includes insufficient relevant raw data to support a valid conclusion to the research question. Some basic data processing is carried out but is either too inaccurate or too insufficient to lead to a valid conclusion. The report shows evidence of little consideration of the impact of measurement uncertainty on the analysis. The processed data is incorrectly or insufficiently interpreted so that the conclusion is invalid or very incomplete.							1-2	the data pre The conclu Strengths a error, are o faced. The studer	esented. sion make and weakr utlined bu t has outl	es superfic lesses of that are restr	ial compari he investig icted to an	ison to the ation, such account of	accept h as lim of the p	ed scient itations of ractical	ific cor f the d or pro	s not supported by ntext. ata and sources o cedural issues e improvement an		
3-4	The report includes relevant but incomplete quantitative and qualitative raw data that could support a simple or partially valid conclusion to the research question. Appropriate and sufficient data processing is carried out that could lead to a broadly valid conclusion but there are significant inaccuracies and inconsistencies in the processing. The report shows evidence of some consideration of the impact of measurement uncertainty on the analysis. The processed data is interpreted so that a broadly valid but incomplete or limited conclusion to the research question can be deduced.									3-4	extension of the investigation. A conclusion is described which is relevant to the research question and supported by the date presented. A conclusion is described which makes some relevant comparison to the accepted scientific context. Strengths and weaknesses of the investigation, such as limitations of the data and sources of error, are described and provide evidence of some awareness of the methodological issues* involved in establishing the conclusion. The student has described some realistic and relevant suggestions for the improvement and								
	the report show analysis. The processed to the research	vs evide data is in question	nce of son nterpreted can be de	ne conside so that a leduced.	eration of t	ies in the pact lid but inco	orocessing. of measure omplete or I	ment uncertainty on the imited conclusion			of error, are issues* inv	ind weakr describe	esses of the desired and pro- stablishing	vide evider the conclu	nce of som usion.	ne awar	eness of	the me	ethodological
5-6	but there are signer. The report shown analysis. The processed to the research. The report includetailed and val. Appropriate and conclusion to th. The report shown uncertainty on the	data is in question ides suff id conclud sufficie e resear vs evide the analy data is control	nterpreted can be de icient relevation to the nt data proch question nce of full sis.	so that a leduced. vant quant e research ocessing is on to be dra and appro	broadly va titative and n question s carried o awn that is opriate con	ies in the properties in the p	orocessing. of measure complete or I e raw data t e accuracy sistent with of the impa	ment uncertainty on the		5-6	context. Strengths: of error, are issues* inv The studer extension of A detailed question ar A conclusive scientific oc Strengths: error, are d issues* inv The studer	and weakn describe olved in e t has des f the invest conclusion d fully sup on is corre ntext. and weakn iscussed olved in e t has disc	lesses of the dand prostablishing cribed sor stigation. In its description of the dand provided by celly describesses of the and provides tablishing cussed reasons.	vide evider the conclume realistic bed and ju the data pr ibed and ju he investigate evidence the concluments	nce of somusion. c and relevantified wheresented. ustified the ation, such e of a cleausion.	rant sugnich is e nrough r h as lim	reness of agestions and agestions rentirely relevant continuous of a standing of a sta	for the for the levant ompar f the d of the	ethodological
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Communication						
Mark	Descriptor					
0	The student's report does not reach a standard described by the descriptors below.					
1-2	The presentation of the investigation is unclear, making it difficult to understand the focus, process and outcomes.					
	 The report is not well structured and is unclear: the necessary information on focus, process and outcomes is missing or is presented in an incoherent or disorganized way. 					
	 The understanding of the focus, process and outcomes of the investigation is obscured by the presence of inappropriate or irrelevant information. 					
	There are many errors in the use of subject-specific terminology and conventions*.					
3-4	The presentation of the investigation is clear. Any errors do not hamper understanding of the focus, process and outcomes.					
	The report is well structured and clear: the necessary information on focus, process and outcomes is present and presented in a coherent way.					
	 The report is relevant and concise thereby facilitating a ready understanding of the focus, process and outcomes of the investigation. 					
	The use of subject-specific terminology and conventions is appropriate and correct. Any errors do not hamper understanding.					
For example	, incorrect/missing labelling of graphs, tables, images; use of units, decimal places. For issues of					
eferencing a	nd citations refer to the "Academic honesty" section.					

referencing and citations refer to the "Academic honesty" section. IB mark→ Class points conversion

IB Mark 7 Class p	ome	IB mark				
IB mark	0	1	2	3	4	Com:

ΙB	mark
C	om.

Pnts (/20) 0 5 12 17 20