

NIS High School Diploma - Senior Essay / Project

This is an option that is available to all non- IB Diploma students.

Task:

The Senior Essay requirement for the NIS High School diploma the completion of an assignment that meets the criteria set out below. This can be completed either as a 2000-word essay, or a project. **The minimum grade required in order to pass the Senior Essay for the High School diploma is D.** Supervisors will be assigned to individual students.

Subject:

The Senior Essay/Project must be chosen by the student from either:

- One or more of their subjects
- The School's Mission
- The School Strategy 'Bursting the Bubble' or 'Student Voice and Choice'
- A World Studies topic:
 - conflict, peace and security
 - culture, language and identity
 - environmental and/or economic sustainability
 - equality and inequality
 - health and development
 - science, technology and society.

Timeframe in line with the Extended Essay:

- First draft due by June 1st 2018
- Final essay due on November 30th 2019

Accommodations:

- Scaffold for the research question may be used
- Essay scaffold below may be used to structure the essay
- Any documented LSS accommodations that may be applicable (liaise with LSSS teacher)
- No specified time restriction when working with Supervisor

Senior Project:

- Follows the Inquiry Cycle (see below)
- The project should lead to a specified product that answers the research question.
- The product will be assessed.
- The process will be assessed using the Inquiry Cycle workbook.
- The final product will be exhibited to a wider school audience
- The project will be assessed using the criteria below (modified eg remove thinking skills and make problem solving)

The Inquiry Cycle

Investigating	
What is the research question?	
What sources are you using for your research? <ul style="list-style-type: none"> ➤ List using APA format ➤ Add and delete as you go ➤ Link to the research you are conducting using in text citations ➤ Be sure to include a variety of types (for example, books, websites, movies, journals) 	
What is your final product or presentation going to be?	
How will the product show your answer to the research question?	
Which subject disciplines are you using?	
Planning	
How will you know if you have succeeded? <ul style="list-style-type: none"> ➤ In conjunction with your supervisor, create some success criteria ➤ How will you know if you have met these criteria? 	
What tasks do you need to complete?	
When are you planning to complete them? <ul style="list-style-type: none"> ➤ Make a timeframe or action plan 	
Taking Action	
Describe how you created the final product. You should mention: <ul style="list-style-type: none"> ➤ What you found out from the research? ➤ What problems you had and how you overcame them? ➤ How you used your communication skills? ➤ How you used your self-management skills? ➤ What the final product was like? 	
Reflecting – Viva Voce session with Supervisor	
How successful was your final product? <ul style="list-style-type: none"> ➤ Refer to the success criteria or test that you did to find out if the product answered the research question 	
What have you found enjoyable or useful throughout the process of the Senior Project? Explain why.	
What things have not worked well and how would you improve them?	
In what ways do you think that you have improved and developed as a learner?	
What could you have done differently or better?	

Senior Essay:

- 2,000 words
- Students must write their own research question and answer it using the scaffold below.

Research Question	Write the research question
Introduction	<ul style="list-style-type: none"> • Write the context (what is the background to the research question?) • Explain the reason why it is important to find an answer to the research question • Explain what key points you are going to write about in the essay and give the reasons why.
First body paragraph What is the paragraph about?	Topic sentence..... Evidence or example: Explanation:
Second body paragraph What is the paragraph about?	Topic sentence..... Evidence or example: Explanation:
Third body paragraph What is the paragraph about?	Topic sentence..... Evidence or example: Explanation:
Fourth body paragraph What is the paragraph about?	Topic sentence..... Evidence or example: Explanation:
Conclusion	Answer the research question by referring to the points you made.
Reference list	Write the reference list in APA format.
Appendix	Add any other information you think will be important for the person who reads the essay to see or know.

Rubric for Assessment for the Essay and the Project:

Grade and Possible Characteristics	Knowledge and Understanding	Research	Communication	Critical thinking
E Ineffective Incoherent Formless Unconnected	The student does not reach a standard outlined by the descriptors below.	The student does not reach a standard outlined by the descriptors below.	The student does not reach a standard outlined by the descriptors below.	The student does not reach a standard outlined by the descriptors below.
D Underdeveloped Basic Rudimentary Superficial Limited Incomplete	i. Use of limited relevant terminology. ii. Basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.	i. The formulated research question is unclear, and is either cursorily referenced or remains unexplained in the introduction of the essay. ii. The methodology is basic. Superficial source(s) and/or methods(s) have been applied. iii. There is limited evidence of an acceptable selection of source and method(s).	i. Information and ideas are communicated in a limited way. ii. Formal conventions of the response are underdeveloped. iii. The conventions of APA are attempted to cite sources of information.	i. Analysis is limited. ii. Conclusions are limited and not consistent with evidence. iii. Argument is superficial. iv. There is an attempt to evaluate the research, but it is rudimentary,
C Typical Pedestrian Acceptable Adequate Competent	i. Some terminology is used accurately and appropriately. ii. Adequate knowledge and understanding of content and concepts. iii. Satisfactory descriptions, explanations and examples are used.	i. The research question is clear and its relevance is described in the introduction of the essay. ii. The methodology has been completed satisfactorily. Predictable source(s) and/or methods(s) have been applied. iii. There is evidence of an acceptable selection of source and method(s).	i. Information and ideas are communicated by using an acceptable style for the audience and purpose. ii. The formal conventions of the response are applied inconsistently. iii. The conventions of APA are attempted to cite sources of information.	i. The analysis is partially relevant to the research question. ii. Conclusions are partially-supported by evidence. iii. Argument explains the research, but reasoning contains inconsistencies. iv. Research has been evaluated, but not critically.
B Relevant Thoughtful Organised Credible Coherent Analytical	i. A range of terminology is used accurately and appropriately. ii. Substantial knowledge and understanding of content and concepts is shown. iii. Accurate descriptions, explanations and examples are used.	i. A clear and focused research question has been formulated, and its relevance is explained in the introduction of the essay. ii. The methodology is complete. Thoughtful source(s) and/or methods(s) have been applied in relation to the topic and the research question. iii. There is evidence of thoughtful selection of source and method(s).	i. Information and ideas are communicated clearly by using a style that is appropriate to the audience and purpose. ii. The formal conventions of the response are used appropriately. iii. The conventions of APA are evident in citing sources of information.	i. The analysis is clearly relevant to the research question. ii. Conclusions are supported by the evidence, but there are some minor inconsistencies. iii. An effective and reasoned argument is developed from the research. iv. Research has been evaluated, and is partially-critical.
A Cogent Accomplished Discerning Insightful Compelling Sophisticated	i. A wide range of terminology is used consistently, effectively and appropriately. ii. Sophisticated knowledge and understanding of content and concepts is shown. iii. Thorough, accurate descriptions, explanations and examples are used.	i. A clear and focused research question has been formulated, and its relevance is justified in the introduction of the essay. ii. The methodology is complete. Compelling source(s) and/or methods(s) have been applied in relation to the topic and the research question. iii. There is evidence of effective and informed selection of sources and method(s).	i. Information and ideas are communicated effectively and accurately by using a style that is completely appropriate to the audience and purpose. ii. The formal conventions of the response are effectively and confidently applied. iii. The conventions of APA are used and applied correctly to cite all sources of information.	i. The analysis is effective and clearly focused on the research question. ii. Conclusions are effectively supported by the evidence. iii. An effective and focused reasoned argument is developed from the research. iv. Research has been critically evaluated.