

Writing the Personal Project Report at SHS

Now that you have completed your product/outcome for your Personal Project, it's time to report what you've done. This report will function as a summary of all your hard work on the project over the course of this school year. According to the IB:

“A report is [an] account of something observed, heard, done or investigated. A report aims to inform, as clearly and succinctly as possible. The MYP personal project report demonstrates a student's engagement with his or her personal project by summarizing the experiences and skills recorded in the process journal.

The report should be presented in identifiable sections that address the MYP project objectives—investigating, planning, taking action and reflecting. The report must include evidence for all the strands of all criteria.”

- *IB MYP Projects guide For use from September 2014/January 2015*

In clearer terms, the report will include the four major sections listed above (investigating, planning, taking action and reflecting), a bibliography and an appendix that includes ten (10) entries from your Process Journal. The four “big” sections will probably also include sub-sections to help you stay organized. Fortunately, if you were diligent in documenting your work on ManageBac, all of these sections should come together fairly quickly and easily.

Please keep in mind that, while this document focuses on the creation of your Personal Project report, the evidence of your achievement on each of the criteria can be found in your Process Journal and your presentation at the PP Expo as well. This is why the optional “Appendix B” is listed below.

Report requirements in brief:

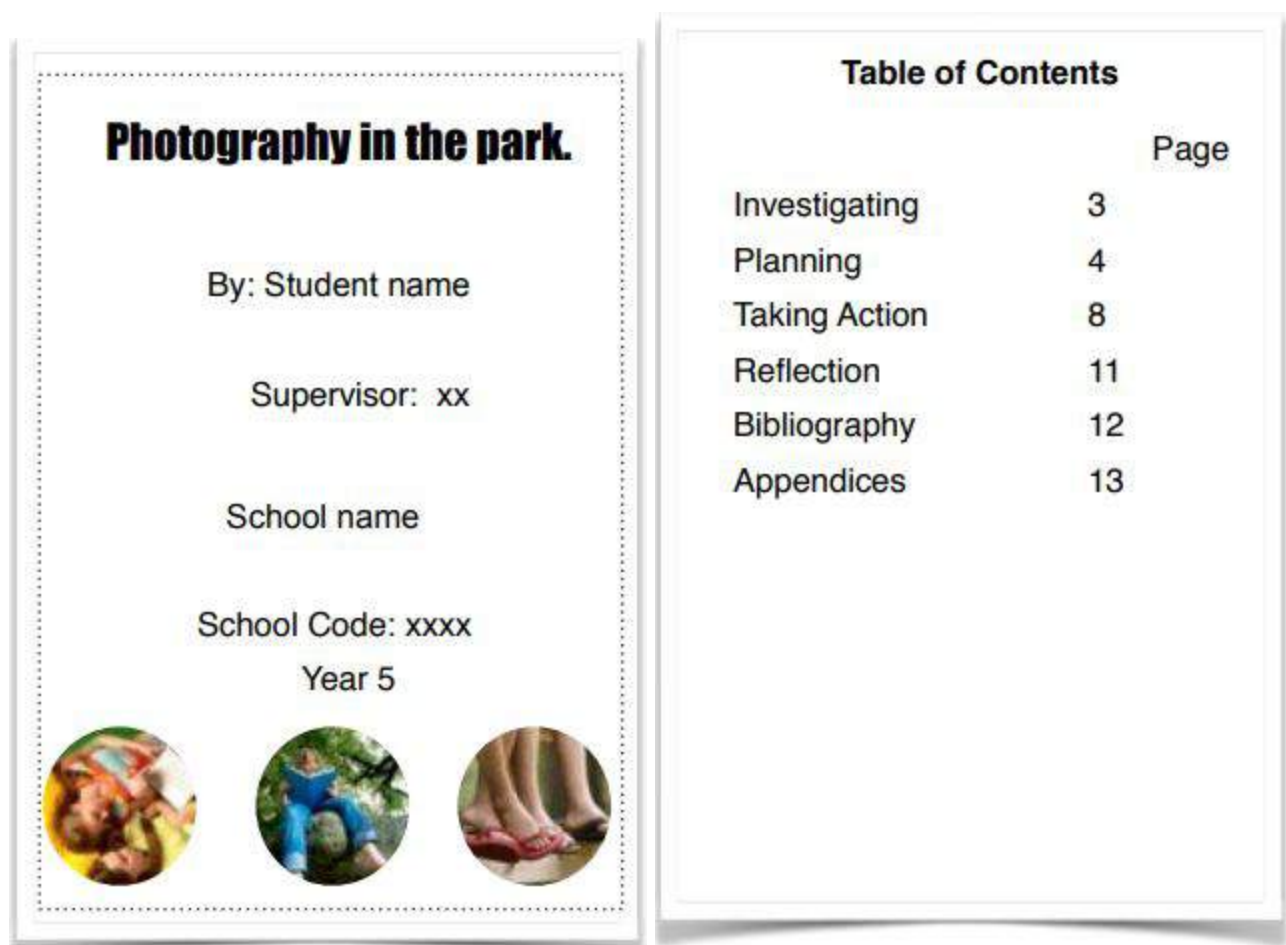
- Minimum 1500 words
- Maximum 3500 words
- Title page
- Table of Contents
- Four “big” sections
 - Investigating
 - Planning
 - Taking Action
 - Reflecting
- Bibliography (MLA Format)
- Appendix A: Process journal extracts (10)
- OPTIONAL: Appendix B: Other evidence, photos of product/outcome

Title Page and Table of Contents

Nothing complicated here... your title page should include the following:

- Student Name
- Title of your Project
- Length (word count)
- School name
- School code - 049776
- Supervisor
- Year

A couple of examples are shown below, but you don't need to follow them exactly. Just make sure you meet the requirements above!



Section 1, Criterion A: Investigating

This section should include the investigating you did to come up with your project topic. It also serves as the introduction to your report.

Objectives:	In my report:
Define a clear goal and global context for the project, based on personal interests	• I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it” • I define the global context that best applies to my project and explain its connection • I describe what makes my project personal: the experiences, interests and ideas that make it important to me • I explain why my goal is challenging—in particular, why it is challenging for me.
Identify prior learning and subject specific knowledge relevant to the project	• I identify what I already knew about this topic/project and the sources of my knowledge • I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	• I outline the research skills I had when I started the project • I discuss the research skills I developed through the project.

Source: IB Publication “Further guidance for Projects (for use from May 2016)”

You may wish to break down Section 1 into three sub-sections that address each row above to keep yourself organized. While this isn’t required, it will make your report much clearer and thorough. You’ll notice that the three “Objectives” on the left of the table above match the words in the rubric that will be used to score each section. This means that focusing on the Objectives above will help you score higher on the assessment of your Personal Project overall. *Note: This type of sub-division is recommended for **all four** major sections of your report that are described on the following pages.*

Example Section 1 Investigating:

The following is an example taken from the IB of a real personal project with the title/question “What Challenges are Faced When Sending a Rocket to Space?”. Can you figure out which score it received by using the rubric on the following page?

Investigating

My Idea (Why Rockets?)

The inspiration for my topic has come from years of fascination. Since I was of a very young age I've had an increasing curiosity for the universe and what lies outside our atmosphere. Pursuing that curiosity, I have read many different books and watched numerous documentaries, enhancing my knowledge of our universe as well as creating more of this urge to discover and inquire. Back then, my dream was to become an astronaut and travel to space myself, but more recently, I have been gaining an interest in what happens behind the scenes at companies such as NASA, the ESA, and SpaceX, and have been fascinated by what the aerospace engineers do.

Whilst pondering for a good idea, I began veering towards a topic with relations to the subject of space. Many different ideas came into light, but I ultimately decided to investigate the challenges that aerospace engineers face when they build rockets, and this would be done through the creation of my own model rocket. I knew I would encounter a wide variety of difficulties in my rocket, so it would help me imagine how much more difficult it is to construct rockets that have to escape the atmosphere and survive the unforgiving environment of space.

The construction of a model rocket was not the only product that I pondered about, as numerous other ideas came to my head. The strongest competitor was the construction of a Dobsonian telescope, which I could have perhaps used to observe our moon. Although this idea was of a strong interest to me, it is an extremely expensive product to build, with the designs I wanted costing anywhere from £265 to the outrageous price of £1120.¹ This is because telescopes require specially made and shaped glass, which costs a very large amount to purchase, and an even larger amount to create by hand. Furthermore, I am more strongly captivated by rockets than telescopes, which is why I made the decision to build a model rocket.

The Global Context

Another decision I had to make regarding my topic was which Global Context I needed to revolve my project around. Out of the six options, the one most suitable was “Scientific and Technical Innovation.” My plan was to research the basics of the science behind how rockets work—combined with the foundation of prior knowledge that I had on the subject—and then innovate technically through the creation of my own cheap, functioning, large model rocket, which would be built from scratch.

Preliminary Research and Gathering of Information

When investigating the different topic ideas for this project, I needed to conduct some simple, preliminary research to ensure that I understood certain aspects of the creation of different products (in particular, the rocket and the telescope).

To start off with, I looked at a variety of DIY websites, to see what kind of steps would need to be taken in order to build the different products. I discovered that *Instructables* (<http://www.instructables.com>) is a fantastic website for the homemade creation of anything. Through this website, as well as others, I discovered that model rockets are much, much cheaper to build than telescopes, for reasons mentioned previously—such as the cost of the specially made glass. Furthermore, Dobsonian telescopes are much larger than model rockets, and therefore require a larger quantity of materials such as wood, essentially increasing the price. The total price of the parts for the average Dobsonian telescope appeared to cost between £250 and £400 in total.² The prices of model rocket parts vary between vendors, but all of my parts were purchased for about £30, and only the parts of very large, high-powered rockets would cost much more than that. It was easy to find the different prices online, seeing as there is a very large range of companies that sell their parts through the Internet (such as *Estes* and *Apogee*).

The other important piece of information was to get a general idea of the difficulty of building these products. Unfortunately, I struggled to find this information online, but my father has some good friends of his who used to participate in model rocketry, so I spoke to them in depth, and gained some valuable insight.

This information aided me in the decision of what to create as a product. Speaking to the experienced rocketeers further increased my curiosity in that field, so I decided to pursue rocket-building rather than telescope-building. Furthermore, it is considerably cheaper to build a model rocket, which played a large role in my final decision on the product.

Rubric, Criterion A:

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. states a goal and a global context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrates limited research skills.
3–4	The student: i. outlines a basic and appropriate goal and a global context for the project, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills.
5–6	The student: i. develops a clear and challenging goal and a global context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills.
7–8	The student: i. develops a clear and highly challenging goal and a global context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrates excellent research skills.

Source: IB Publication “Projects guide For use from September 2014/January 2015”

Section 2, Criterion B: Planning

This section should include all of the evidence of your work to plan and organize your project in order to complete your product/outcome.

Objectives:	In my report:
Develop criteria for the product/outcome	• I refer to the criteria I developed to evaluate the project product/outcome • If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	• I provide evidence of my planning through timelines, milestones or other tools/strategies • I use my chosen planning tools to record my progress throughout the project's development • If I alter my plan, I explain the changes and why I made them.
Demonstrate self-management skills	• I outline the self-management skills I had when I started the project • I discuss the self-management skills I developed through the project.

Source: IB Publication "Further guidance for Projects (for use from May 2016)"

Example Section 2 Planning:

The following is an example taken from the IB of a real personal project with the title/question “What Challenges are Faced When Sending a Rocket to Space?”. Can you figure out which score it received by using the rubric on the following page?

Planning

The Goal

The goal that I formulated for this project was to learn more about how rockets work and basic rocket science, through the means of designing and building my own model rocket by December. A picture of the final rocket can be seen in Appendix A. Although this was the original goal, this project brought me so much more, especially since I now have a newfound interest in model rocketry.

The first part of my plan to achieve this goal was to conduct a solid amount of research into the basics of rocket science, as well as model rockets. The basic rocket science would help me understand how rockets work, as the topic is of great interest to me. Furthermore, it is useful to have a nice foundation of knowledge whenever completing a difficult task, so this research would help me understand how model rockets may apply this science. The research into model rockets, however, was essential for my project. I needed to understand certain aspects about model rocketry that are crucial for the construction of such a product.

The next part of my plan was to design the rocket and plan its creation. I needed to create more detailed specifications, draw sketches, and even predict the flight statistics through the use of simulating computer software. All of this would eventually put me in the correct position to actually construct the rocket from scratch. Arguably the most difficult stage, this would put all my newfound knowledge to the test, as rockets need to be constructed quite precisely to work properly. Finally, I planned to launch my creation to see how it performed. All of this would gift me with some valuable experience and tons of new knowledge, essentially fulfilling my original goal.

The Global Context's Effect

As mentioned previously, the selected global context for this project was “Scientific and Technical Innovation.” Although it is difficult to innovate with model rockets (as the hobby has been a popular one for decades, resulting in current designs being very efficient and reliable), there are still minor ways in which a person can innovate, specifically in the construction of the rocket. Due to my lack of experience, I planned on encountering numerous issues, some being quite difficult to overcome. The innovation that would need to be completed would mainly be through the use of “out-of-the-box” solutions to the problems that arose, as opposed to conventional ones.

The Original Product Criteria

As part of the early stages of the project, I also needed to set out criteria with which I could assess the final product. Although simple, these were important criteria that I needed to adhere with. The first criterion was that the size (height) of the rocket had to be between one and two metres tall, classifying my model rocket as a large model rocket. The second was that the rocket had to be re-usable, essentially meaning that the rocket needed to have a mechanism that would deploy either a parachute or streamer. The third original criterion was that the rocket would have to be able to launch to a minimum apogee of 1000 feet, as I was quite ambitious at the start (I later realised that this criteria was practically unachievable with the resources and experience I had). The next criterion was that everything required for the construction of the rocket had to

cost less than £100 pounds, and the final criterion was that the rocket had to use homemade rocket fuel (but later research showed me that this is illegal where I live, and rocket motors must be bought through authorised companies). Despite being the original criteria, these were expanded upon further in the project, and the improved criteria were the ones used in the final evaluation.

Additional Research

The large amount of additional research that I completed during the investigation stage of my project was crucial to the overall success. For the majority of the time, the research remained on the Internet, through a variety of useful websites and articles. To start with, I studied the introductory material of rocket science, particularly looking at the four different aerodynamic forces (lift, weight, drag, and thrust). NASA's website (<http://www.nasa.gov>) was a popular one for me, as it was very useful, explaining all of this information in an understandable manner. It described the topics without the use of more complicated, subject-specific vocabulary that only a certain number of people would know, which was extremely helpful. I also came to the realisation that certain sources can also be misleading and unreliable, such as forums or articles written by those without credentials on the topic. I learned through this research process to stick with better-known, more reliable articles from renowned organisations (such as NASA). I began studying bits of information about the authors of the articles I read (if provided) so that I could better understand what kind of person was writing the information. Further information on what specifically was studied can be found in Appendices B and C.

After learning about rockets in general, I conducted research into different, important aspects of model rocketry. The first example of this was how I could create my own homemade rocket fuel. Although I did find a way, further research brought me to the important discovery that it is actually illegal in England to create homemade rocket fuel due to safety concerns. As a result, I then did some research into pre-made model rocket motors, just so I could understand how they work and how they are classified. Another piece of important information I required was the different materials that model rockets can be built out of, which I got through numerous forums and articles written by rocket enthusiasts that were found online. Contrary to my original belief, model rockets aren't actually made out of strong materials (like metal), but rather out of materials with a very good strength-to-weight ratio, like balsa wood and certain plastics.

Although this was the extent of the research I did during the investigation stage of my project, I learned more valuable information in the subsequent stages, especially tips and tricks that help during construction. Some of these tips were obtained through means other than the Internet, such as books, conversations with other people, and personal experience.

Rubric, Criterion B:

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. develops limited criteria for the product/outcome ii. presents a limited or partial plan and record of the development process of the project iii. demonstrates limited self-management skills.
3–4	The student: i. develops adequate criteria for the product/outcome ii. presents an adequate plan and record of the development process of the project iii. demonstrates adequate self-management skills.
5–6	The student: i. develops substantial and appropriate criteria for the product/outcome ii. presents a substantial plan and record of the development process of the project iii. demonstrates substantial self-management skills.
7–8	The student: i. develops rigorous criteria for the product/outcome ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrates excellent self-management skills.

Source: IB Publication "Projects guide For use from September 2014/January 2015"

Section 3, Criterion C: Taking action

This section should include all of the evidence of your work to develop and create your product/outcome.

Objectives:	In my report:
Create a product/outcome in response to the goal, global context and criteria	• I use the success criteria I developed to decide how well I achieved my goal • I explain the connection between my product/outcome and the global context that my project explores • I use the success criteria I developed to make reasonable judgments about the product's quality/outcome's success.
Demonstrate thinking skills	• I outline the thinking skills I had when I started the project • I discuss the thinking skills I developed through the project.
Demonstrate communication and social skills	• I outline the communication and social skills I had when I started the project • I discuss the communication and social skills I developed through the project.

Source: IB Publication "Further guidance for Projects (for use from May 2016)"

Example Section 3 Taking Action:

The following is an example taken from the IB of a real personal project with the title/question “What Challenges are Faced When Sending a Rocket to Space?”. Can you figure out which score it received by using the rubric on the following page?

Taking Action

Modifications to the Plan

As the project progressed, there were numerous modifications to the plan based on unexpected events, ideas, and a handful of other reasons. One of the largest and most helpful modifications took place during my designing stage, in which I made the decision to attend a local Rocketry Society monthly launch day. This experience gave me some incredibly useful information, as I spoke with a large number of rocket enthusiasts, asking questions in all aspects of enquiry. I had the opportunity to personally view a very large number of rockets, which gave me a much clearer idea of what to expect. Furthermore, this experience allowed me to form numerous relationships, such as with rocket part sellers, who aided me in the future.

Another major alteration that occurred in the middle of the project was the updating of the original criteria. This new set of criteria was more extensive, detailed, and realistic, as a result of the research conducted in the investigation stage of the project. Some new specifications that were added include the maximum width and weight of the rocket, the classification of engine that would be used, and the aesthetics of the product. The full table of specifications can be found in Appendix D.

The other major alterations in my plan occurred during the construction stage of the problem, and all of them were a result of problems that arose during my original plans. One large example of this was during the process of building and placing the fins. I encountered issues with the alignment and fixation of the fins, as well as the precision of their shape. My original plan was valuably modified to benefit the product, and details of the entire modification process can be found in Appendix E.

Similar problems were encountered with the bulkhead, which is another key component of the rocket. There were issues with sizing, fixation, shape, and stiffness, all of which were overcome through multiple attempts. The final solution was quite ingenious, and examples the use of my imagination to modify the plan in a way that suited my needs. Further details on the modification of the bulkhead can be found in Appendix F.

Personal Insights on Research/Process Used in Product Completion

In hindsight, I am quite pleased with the effectiveness of my research, plan, and process used in the completion of my product. The research successfully set me up with a strong base of knowledge, which allowed me to continue with the project, as I understood the necessary information. As expected, there were gaps within the research that I identified further on in the project, but those gaps were filled as time progressed, so the issue didn't escalate.

The creation of a plan was also a very helpful action that eased the process of project completion. It allowed me to set goals, which in turn gave me the required motivation to finish the rocket and process journal before the deadline. It also allowed me to ensure that there was “cushion time” towards the end of the project, to make sure that any problems that would inevitably arise didn't result in a disaster that would create an inability to hand the project in on time. I believe that the improvement of my goal and deadline setting will be extremely helpful in the future, as I now understand my boundaries and limits, so it will be easier for me to set attainable goals and deadlines in the future.

The other undertaking that I truly believe to be one of the most beneficial things completed throughout the process was the attending of the rocket society monthly launch in November. I have mentioned it numerous on previous occasions, but I simply cannot properly describe how worthwhile the experience was. In all honesty, I believe that the project would have resulted very differently (in a negative fashion) had this event not been attended, so I am extremely glad that I grasped the opportunity.

Rubric, Criterion C:

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. creates a limited product/outcome in response to the goal, global context and criteria ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills.
3–4	The student: i. creates a basic product/outcome in response to the goal, global context and criteria ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills.
5–6	The student: i. creates a substantial product/outcome in response to the goal, global context and criteria ii. demonstrates substantial thinking skills iii. demonstrates substantial communication and social skills.
7–8	The student: i. creates an excellent product/outcome in response to the goal, global context and criteria ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills.

Source: IB Publication “Projects guide For use from September 2014/January 2015”

Section 4, Criterion D: Reflecting

This section should include your reflections on your project including evaluating your own development over the process and evaluating your product/outcome. You may also share the reflections you had during the process of completing the project.

Objectives:	In my report:
Evaluate the quality of the product/success of the outcome against their criteria	• if I made changes to my goal during the project, I explain the changes and why I made them • I evaluate the product/outcome against the criteria I established • I identify the possible improvements to the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	• I demonstrate a deeper knowledge and understanding of my topic and my identified global context • I base my reflection on evidence, including my process journal.
Reflect on their development as IB learners through the project	• I discuss my strengths and weaknesses in completing the project • I identify challenges and the solutions I developed to meet them • I identify how I have developed as a learner (using the IB learner profile as appropriate) • I report on any opportunities the project gave me to share any expert ATL skills with other students who needed more practice • I consider the possible impact the project could have on my future learning.

Source: IB Publication "Further guidance for Projects (for use from May 2016)"

Example Section 4 Reflecting:

The following is an example taken from the IB of a real personal project with the title/question “What Challenges are Faced When Sending a Rocket to Space?”. Can you figure out which score it received by using the rubric on the following page?

Reflecting

Evaluation of Product Against Criteria

After some thought, I had deemed it more suitable to evaluate the product against the developed criteria that were formulated later in the project (as opposed to the original ones). I was very pleased to notice that my rocket fulfilled almost all the criteria and specifications that were created. For further information on the exact criteria, see Appendix D. For starters, my rocket took off successfully, and landed (in part) safely, hence completing the first criterion. The second criterion, however, cannot fully be analysed, seeing as the altimeter in the rocket failed to work, and therefore no flight data (specifically the apogee of the flight) was recorded. I believe, however, through my own guesses, that the rocket did reach a minimum apogee of 500ft. For a comprehensive report of the launch day, see Appendix G.

The next three criteria—which place focus on the dimensions of the rocket—were all fully completed. The rocket’s height was approximately 120cm (between 100cm and 175cm), width was about 12cm (putting it well under the maximum size of 20cm), and the rocket weighed much less than 1kg. The rocket used a D-class motor and an ogive nose cone for the flight, which fulfils the subsequent two criteria. The next criterion (which stated that the amount of money spent on the rocket couldn’t exceed £100) was definitely achieved, with all the parts costing about £30, and the altimeter costing a further £40. The rocket was made only using materials specified in the research section of the project, and it also had a parachute system built-in, making it recoverable and successful in the 9th and 10th criteria. Finally, the rocket was painted (red, white, and black), vastly improving the aesthetics, but the opinions of others were not obtained, so this opinion is solely a personal one.

New Insights on the Topic

As predicted at the beginning of the project, this experience has offered a huge amount of new insight into the topics of rocket science and model rocketry as a whole. The additional research completed was quite extensive for an MYP project, and the basics of rocket science (particularly the aerodynamic forces) quickly grasped my attention. Surprisingly, though, a very large portion of this insight wasn’t gained through the research stage, but rather through the planning and creation stages. When I was the individual who had to figure everything out when planning and building, a whole new layer of knowledge and understanding was obtained. The experience of applying my newly acquired knowledge allowed me to identify what I didn’t truly understand, and what required further research. Some examples included the understanding of the parachute deployment mechanism, the interior structure of a model rocket, and techniques used in the construction of such rockets. Furthermore, the new insight has only further expanded my curiosity into the topics, so I believe this project was a gateway for me to begin exploring the complex realm of rocket science and how it’s applied on a smaller scale.

New Insights on the Global Context

Similarly to the topics, I also gained some valuable insight into my chosen Global Context, which was “Scientific and Technical Innovation.” The experience has demonstrated to me the difficulty and degree of imagination required to innovate, specifically in the scientific and technological categories. My research

led me to the realisation that unfortunately, in model rocketry, most innovation has already been made, seeing as the modern version of the hobby has existed since the early 1950's.³ Despite this, I was still forced to create ingenious solutions to the numerous problems that arose throughout the project. The largest example of this was my decision to use a second engine mount tube with a piece of balsa wood plugging the hole as a makeshift bulkhead. Details of this decision can be located in Appendix F.

Development of the IB Learner Profile

There were three IB Learner Profile traits that I believe developed the most throughout the project. The first of these traits was to be knowledgeable. Although I had a minuscule base of knowledge on rocket science, it was nowhere near sufficient enough to carry out this project, and hence, a great deal of research was required in both basic rocket science and model rocketry. Furthermore, it wasn't only the textbook knowledge that grew, but also valuable designing and constructing techniques, which can be utilised in other fields besides model rocketry.

The second Learner Profile trait that developed quite largely was to be a thinker. I encountered numerous complex and serious issues throughout the project, particularly during the construction section, as have been specified previously in the report. In order to obtain solutions for such problems, I was often forced to step back and analyse the situation in detail, in search for a reasonable solution that would benefit the product as a whole. Although I struggled with such actions at the beginning of the project, my ability rapidly improved, and I am now confident with my decision-making in complex situations.

The final Learner Profile trait that developed by a considerable amount was risk-taking. Prior to the beginning of this project, I felt more comfortable taking the "safe" option in most situations, as opposed to attempting something slightly risky. This was mainly due to my fear of failure, and was a largely problematic characteristic of mine. Throughout the project, I was forced to take numerous risks; most of which ended successfully, but others didn't exactly result in the same fashion. I was not disappointed by the "failures" (for lack of a better word), but rather viewed in a different light, spotting areas for improvement that could be developed on in the future. I believe that this is an extremely important improvement of a characteristic of mine, as risk-taking is quite essential for success in the future.

Rubric, Criterion D:

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. presents a limited evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents limited reflection on his or her development as an IB learner through the project.
3–4	The student: i. presents a basic evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents adequate reflection on his or her development as an IB learner through the project.
5–6	The student i. presents a substantial evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents substantial reflection on his or her development as an IB learner through the project.

Source: IB Publication “Projects guide For use from September 2014/January 2015”

Bibliography

Your bibliography should follow the standards of MLA Formatting. All quotes, paraphrasing and any other form of information included from an outside source should be cited in both the BODY of your report as well as be listed in the bibliography page at the end of your report.

The Purdue OWL is an excellent resource for how to cite your sources properly. It can be found here: <https://owl.english.purdue.edu/owl/resource/747/01/>

“Basic in-text citation rules” from the Purdue OWL:

Basic in-text citation rules

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

“Basic rules” for the works cited (bibliography) page from the Purdue OWL:

Basic rules

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-250. Note that MLA style uses a hyphen in a span of pages.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

For further guidance, talk to Mr. Merle or your supervisor!

Appendices: Process journal extracts (10) and other evidence

Process Journal Extracts (10) - REQUIRED

The IB says: “For... the personal project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report... The student should take responsibility for making the appropriate extracts available to the supervisor.”

If you were diligent in maintaining your Process Journal on ManageBac, this section should be really easy! Basically, you should pick the entries from your journal that show the best evidence of your work throughout the project. They are like supporting details that help someone assess your work. If you're not sure what to include, talk to your supervisor!

Here are some ideas:

- visual thinking diagrams
- bulleted lists
- Charts
- short paragraphs
- Notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

Extra guidance:

The process journal is:	The process journal is not:
• used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received.	• used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.