

SPORTS, EXERCISE, & HEALTH SCIENCE SUBJECT RUBRIC

	Level 5-6	Level 3-4	Level 1-2	Level 0
<p>Criterion A: Focus & Method</p> <p>SEHS: The topic and the research question must be clearly indicated at the start of the essay. To establish the context of the research question, students should include:</p> <ul style="list-style-type: none"> the area of the research the purpose and focus of the essay the general background SEHS theory required to understand the context. 	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. There is evidence of effective and informed selection of sources and/methods. 	<p>The topic is communicated.</p> <ul style="list-style-type: none"> Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. There is some evidence that their selection(s) was informed. <p><i>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</i></p>	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> The source(s) and/or method(s) to be used are limited in range given the topic and research question. •There is limited evidence that their selection was informed. 	<p>The work does not reach a standard outlined by the descriptors below.</p>

Note on SEHS Topics:

The student needs to demonstrate within the essay that the research has been well planned. They should show that they have researched the topic and selected an appropriate approach to the study of it. While SEHS does not have a unique approach, it uses the principles of science applied in a specific context. This could be sport, exercise or health. This applies both to literature research and to primary data collection.

Students must demonstrate that their chosen methods and materials are appropriate for addressing the research question. The rationale for choosing practical methods should be clearly explained.

For experimental work, sufficient information on the methodology should be provided to allow the work to be repeated. If students have undertaken an investigation that requires fieldwork, they must clearly demonstrate their understanding of the methods and equipment used. All standardized tests should be clearly referenced and supporting evidence given as to why these tests were used.

If students are investigating a well-documented or standard topic, they should attempt to look for a new approach or perspective to the issue.

Any topic undertaken must show an appreciation and understanding of ethical considerations, and must not violate the ethical standards of the IB sciences.

	Level 5-6	Level 3-4	Level 1-2	Level 0
Criterion B: Knowledge and understanding	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> The selection of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. 	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> The selection of source material has limited relevance and is only partially appropriate to the research question. Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. 	<p>The work does not reach a standard outlined by the descriptors below.</p>

NOTE:

	Level 10-12	Level 7-9	Level 4-6	Level 1-3	Level 0
<p>Criterion C: Critical Thinking</p> <p>SEHS The “research” refers to both literature sources and data collected by the students themselves. This research must be consistently relevant to the research question.</p> <p>The student must comment on the quality, balance and quantity of their sources. Students must demonstrate the ability to apply their selected information and methods effectively in support of their argument.</p>	<p>The research is excellent.</p> <ul style="list-style-type: none"> The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final summative conclusion. The research has been critically evaluated. 	<p>The research is good.</p> <ul style="list-style-type: none"> The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. The research has been evaluated, and this is partially critical. 	<p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically. 	<p>The research is limited.</p> <ul style="list-style-type: none"> The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. <p><i>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</i></p>	<p>The work does not reach a standard outlined by the descriptors below.</p>

NOTE: Students are expected to show an awareness of any limitations or uncertainties inherent in their approach. In particular, they should comment critically on the validity and reliability of their data relative to their research question within the investigation. The student is expected to present and analyse the data and sources appropriately. **This analysis will often include: mathematical transformations; statistical analysis; tables of processed data; graphs.** If the data are analysed statistically, the student must clearly show understanding of why that particular test was chosen and what the results mean. If graphs are used, they must be correctly selected and drawn to illustrate key elements of the analysis. They should only be included if they improve communication.

Students must make a special effort to maintain a reasoned, logical argument that focuses on the research question. Essays that attempt to manipulate a large number of variables are unlikely to be focused and coherent. A clear and logical argument can be achieved by making repeated reference to the research question.

An assessment of the extent to which the research question is answered, or the conclusions formed are supported by the data or information accessed, should form part of the argument. Particular care should be taken when dealing with essays that are focused on the psychology of sport. If questions are not tightly focused, there may be a tendency to investigate variables not closely related to the research question. The stated conclusion(s) must be based on the data, information and evidence presented in the essay.

The data must be analysed and presented in such a way that the argument leading to the conclusion is supported and clarified. Tables of raw data will generally not achieve this on their own. Data must be analysed, processed and presented in a way that relates clearly and directly to the central argument of the essay. Where appropriate, this analysis should allow for an assessment of the validity of the hypothesis. Errors and uncertainties arising from the methodology, instruments or techniques should be analysed and critically evaluated. Special care should be taken when using data from field research in SEHS as some variables cannot be controlled and this may reveal unexpected outcomes. These should be pointed out, where appropriate, even if they were not part of the original plan. It is not unusual for the original research question to be not fully answered by the investigation. In these cases, the student should point out unresolved issues and make suggestions as to how these might be further investigated.

	Level 5-6	Level 3-4	Level 1-2	Level 0
<p>Criterion D: Presentation</p> <p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p>		<p>Presentation is good.</p> <ul style="list-style-type: none"> The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay. 	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. 	<p>The work does not reach a standard outlined by the descriptors below.</p>
<p>Criterion E: Engagement</p> <p>This criterion assesses the student's engagement with their research focus and the research process.</p> <p>It Will be applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on planning and progress form.</p>	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. 	<p>Engagement is good.</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. 	<p>Engagement is limited.</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process. 	<p>The work does not reach a standard outlined by the descriptors below.</p>

This criterion relates to the extent to which the essay conforms to accepted academic standards in relation to how research papers should be presented. It also relates to how well these elements support the reading, understanding and evaluation of the essay.

Students must provide a section and subsection structure to their essays, with appropriate informative headings.

Any charts, images or tables from literature sources included in the essay must be carefully selected and labelled. They should only be used if they are directly relevant to the research question, contribute towards the understanding of the argument and are of a good graphic quality. Large tables of raw data collected by the student are best included in an appendix, where they should be carefully labelled. Tables of processed data should be designed to clearly display the information in the most appropriate form. Graphs or charts drawn from the analysed data should be selected to highlight only the most pertinent aspects related to the argument. Too many graphs, charts and tables will distract from the overall quality of the communication.

Only processed data that is central to the argument of the essay should be included in the body of the essay, as close as possible to its first reference. Tables should enhance a written explanation but not themselves include significant bodies of text. If they do, then these words will be included in the word count.

For experiments where numerical results are calculated from data obtained by changing one of the variables, it is generally good practice to show one example of the calculation. The remainder can be displayed in tabular or graphical form.

If an experimental method is long and complex, students may place the protocol in an appendix and just include a summary of the methods in the body of the essay. Students who choose this option must be careful to ensure that the summary contains all elements that contribute to the quality of the investigation, since appendices are not an essential section of the EE and examiners are not required to read them. In other words, any important information that contributes to the evaluation of the method must be in the body of the essay and not the appendix.

Grade A	Grade B	Grade C	Grade D	Grade E
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<p>Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluate research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.</p> <p>Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</p>	<p>Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p>	<p>Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.</p> <p>Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.</p>	<p>Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.</p> <p>Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</p>	<p>Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting focused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.</p> <p>Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.</p>
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