

Research Question

1. **Consider the emerging questions.** The student should now begin posing open-ended questions about the student topic. These questions will usually be framed "how", "why", or "to what extent."
2. **Evaluate the question.** Once the student has posed possible research questions the student should evaluate them. This evaluation should be based on whether the question is **clear, focused, and arguable.**
3. **Clear** Will the reader understand the nature of my research? Will it direct the research being undertaken?
4. **Focused** - Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?
5. **Arguable** - Does the research question allow for analysis, evaluation and the development of a reasoned argument?
6. **Consider research outcomes.** Once the student has decided on a research question, the student should start thinking about the direction the research might take. The student could do this by:
7. suggesting **possible outcomes** of the student research
8. **outlining the type of argument, the student might make** and how the student research might support this
9. **considering options** if the research available is not sufficient to support a sustained argument

▼ SOI guide

RQ - to what extent, time period, location, case study

Justification -

each part of the RQ and explain why each one was chosen(why did you choose that location/time period and case study) how will this help us

understand the SOI. Therefore how does it connect to the SOI and how is it precise but allow for broad research

Sub Questions -

These should be specific for the RQ not the SOI

Stakeholders-

Pick realistic stakeholders and add one line of how they are useful, why you chose them

Methods to collect and record

1. Official government documents - These documents would contain accurate statistical data on the effectiveness of policies created.
2. Articles/blogs - These blogs by professional environmentalists would provide an expert's perspective on an issue that revolves around educational practices which is where they excel in.

Record

1. Audio recordings of interviews that can be reviewed later on since they would contain exact and accurate information from the original source
2. Digital note taking - this would allow me to have a record of all of the valuable information in a concise manner that eliminates the need to review each and every part of the end research.

Challenges -

Primary information is too hard to collect

Different information when multiple secondary sources portray a completely different perspective we cannot verify the correct one

Language barriers

If it's old the lack of primary sources since its so old

Quality of sources

Lack of primary sources

We cannot conduct in person investigations

▼ All RQs all papers that I have

▼ M24

Question 3a

As part of your MYP studies, your teacher has asked you to further explore the key concept of **change** by conducting an investigation into rights and social protest movements. They have used the following statement of inquiry:

"Social protest movements encountered different responses in their efforts to achieve change in society."

Formulate a clear and focused research question that would help you investigate this statement of inquiry.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Why did the civil rights movement experience opposition?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus as it doesn't specify, for example, a location.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Why did the civil rights movement experience opposition in 1960s America?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focuses on a time and place so merits 2 marks.</i></p>

MY RQ - To what extent did the Rowlatt Satyagrah lead to violent responses from the British government in 1919?

▼ M23

Question 4a

You must now plan a new investigation on how national identity has been used in history.

Your teacher has provided you with three statements of inquiry. Choose **one** of the following statements of inquiry for your investigation:

- National identity has often been used as a tool of propaganda in history.
- Leaders have used national identity as a tool to increase power.
- National identity has been used in history to bring society together.

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Formulate a clear and focused research question to investigate your chosen statement of inquiry.

2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following are examples of the type of response that would be awarded (2 marks).</p> <p>To what extent was Hitler's use of nationalism significant in his rise to power?</p> <p>To what extent did Gandhi make use of Indian national identity when protesting against the British?</p> <p><i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the SOIs. The RQs focus on a specific person, place or time so merits 2 marks.</i></p>
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MY RQ - To what extent did Hitler use strong German nationalistic ideas as a tool to rise to power in the 1930s?

▼ N22

Question 3a

Sport is one factor that has influenced the spread of cultures between societies. There are many other factors, including:

- art
- fashion
- food
- language
- music.

You must now plan your own investigation into the ways in which societies have shared their culture in history.

Formulate a clear and focused research question to investigate the statement of inquiry below.

You may choose one factor from the list above or make your own choice.

Statement of inquiry: Throughout the history of globalization, many factors have influenced the sharing of cultures.

(2 marks)

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>How did fashion influence the culture of different societies throughout the world?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the trends. However, the question lacks focus as it doesn't specify, for example, a location.</i></p>

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histmmoengt0xxm

2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>How did fashion influence the culture of India in the 1900s?</p> <p><i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the trends. The RQs focus on a place and product so merits 2 marks.</i></p>
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MY RQ - To what extent did the British implementation of the English language act lead to the spread of their language through India in the mid 1800s?

▼ M22

Question 2c

With reference to the movement outlined in question 2a, **formulate** a clear and focused research question to help you investigate the statement of inquiry:

Individuals and groups express their ideas and identities through social, cultural and artistic movements

(2 marks)

NOTE: If the movement referenced in the response is not the same as in the previous question, full marks can still be awarded.

Criterion B		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded 1 mark.</p> <p>What new ideas about society did the Renaissance express?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing a cultural and artistic movement. However, the question lacks focus when referring to ideas, identities, individuals or groups.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded 2 marks.</p> <p>How did artists express their new ideas during the Renaissance?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing ideas. The RQ is focused on Renaissance artists so merits 2 marks.</i></p>

MY RQ - To what extent did the youth of America express their distaste for the Vietnamese conflict through the Hippie movement in the 1960s?

▼ N21

Who is the ordinary individual you will investigate?

What is the event that your chosen individual lived through?

Question 1b – Criterion B

With reference to the individual you have chosen, **formulate** a clear and focused research question to investigate the statement of inquiry:

It is not only events that make the study of history significant, but how individuals respond to those events.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of the inquiry.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>How did William O'Connor help his family through the Great Depression?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by showing the relationship between the event and the individual. However, the question lacks focus as it only has a vague reference to how he responded to the event ("help his family").</i></p> <p><i>Research questions may be worded as statements.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of the inquiry.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>How did William O'Connor provide for his family during the Great Depression after losing his job?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by showing the relationship between the event and the individual. The RQ is focused on how an individual responded to the event (Great Depression - unemployment) so merits (2 marks).</i></p> <p><i>Research questions may be worded as statements.</i></p>

Fake individual = Clark Allen textile worker in Britain during the industrial revolution

To what extent was the factory act of 1833 a result of speeches and social movements made as a response by workers like Clark Allen?

▼ M21

Question 3a – Criterion B

Global interactions cause significant impacts on the identities and relationships of the stakeholders involved.

Formulate a clear and focused research question to investigate the statement of inquiry.

(2 marks)

Note:

- Students do **not** have to mention both identities and relationships for the research question to be linked to the Statement of Inquiry. Nor do the terms "identities" or "relationships" need to be stated explicitly (see examples below).
- The research question must also be set in the context of global interaction. If the research question is purely a domestic issue then **(0 marks)** should be awarded.
- If the research question is a rephrasing of the Statement of Inquiry, for example "To What extent does global interactions impact the identities and relationships of the stakeholders involved" **(0 marks)** should be awarded.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	The following is an example of a response that would be awarded (0 marks) . To what extent did the 1965 Voting Rights Act impact the identities of African-Americans in the US. South?
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (1 mark) . How did the outcome of WWII lead to the Cold War? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing the key concept of global interactions. However, the question lacks focus by not dealing with a specific relationship or interaction.</i>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . How did tensions between the US and USSR following WWII lead to the Cold War? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing the key concept of global interactions. The RQ is focused on a specific relationship or interaction so merits 2 marks.</i>

MY RQ - To what extent did the colonization of India by the British lead to the creation of an Indian national identity during the 19th century?

▼ N20 not here right now will be done today

▼ N19

Question 3a

With reference to **one** innovation, **formulate** a clear and focussed research question to help you investigate the following statement of inquiry:

"Scientific and technical innovation has made a significant **positive** change to the health of communities in history."

(2 marks)

Note: Bold is used to indicate the difference in depth/detail between markbands.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (1 mark) . To what extent does nuclear energy impact health positively? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing health. However, the question lacks focus as it doesn't specify an issue or location. A research question that does not refer to an innovation is unlikely to be considered focused.</i>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . To what extent has nuclear energy improved the health of people in Japan ? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by reference social health. It is focused on a specific country (or topic) so merits 2 marks. A research question that does not refer to an innovation is unlikely to be considered focused.</i>

MY RQ - To what extent did the creation of the smallpox vaccine in 1796 lead to a decrease in infant mortality in the next 4 decades?

▼ M17

Investigating

Your school has asked you to be part of a team to participate in a conference for MYP students from all over the world. The purpose of the conference is to discuss key global issues. The topic this year is:
"Improving cooperation between different ideologies around the world"

Question 1c

With reference to your chosen supranational organization or alliance, **formulate** a clear and focused research question to present at the conference. **(4 marks)**

Note: If a clear and focused research question is based on an incorrect answer to question 1a, the maximum that can be awarded is (2 marks).

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors below.	
1-2	The student formulates a research question that is clear and/or focused, with a limited connection to the chosen supranational organization or alliance.	The following is an example of a response that would be awarded (2 marks) : How has ideology affected UN cooperation?
3-4	The student formulates a research question that is clear and focused with a clear connection to the chosen supranational organization or alliance.	The following is an example of a response that would be awarded (3 marks) : How have differences in ideology affected the ability of the UN to solve key global crises?

MY RQ - To what extent did the creation of the UN increase cooperation between the USSR and the USA from 1945 to 1980?

▼ N16

Question 2a – Criterion B

Formulate a clear and focused research question for an investigation that would help you investigate my statement of inquiry:
"Historically, social protest movements have succeeded in bringing about positive change to systems".

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student formulates a research question that is clear and/or focused, with a limited connection to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . "What were the key reasons for Gandhi's successful protest movement?"
3 – 4	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry.	The following is an example of the type of response that would be awarded (3 marks) . "What were the key reasons Gandhi's protest movement was able to bring about political change?"

MY RQ - To what extent did the civil rights movement lead to an increase in equality based laws in the late 20th century?

Challenges (Additional Examples)

1. **Biased sources** – Some sources may have inherent biases that affect the accuracy and reliability of information.

2. **Access to data** – Some government or corporate documents might be restricted or unavailable to the public.
 3. **Ethical considerations** – Researching sensitive topics may raise ethical concerns regarding privacy and consent.
 4. **Lack of reliable firsthand accounts** – If a historical event is being researched, there may be very few firsthand sources left.
 5. **Technical limitations** – Some statistical analyses require software or expertise that may not be readily available.
 6. **Misinformation and disinformation** – The presence of false or misleading information on certain topics can make it difficult to verify facts.
 7. **Interdisciplinary complexity** – Some topics require knowledge from multiple disciplines, making research more difficult.
 8. **Conflicting data interpretations** – Different researchers or experts may interpret the same data in vastly different ways.
 9. **Difficulty in obtaining expert opinions** – Experts may be hard to reach for interviews or may not be available to provide insights.
 10. **Cultural misunderstandings** – When researching international topics, differing cultural perspectives may lead to misinterpretations.
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Methods to Collect and Record Information (Additional Examples)

Collecting Data

1. **Surveys and Questionnaires** – Gathering responses from a large group of people to get diverse perspectives.
2. **Interviews with Experts** – Speaking with academics, professionals, or local individuals to gain direct insight.
3. **Archival Research** – Examining historical records, newspapers, or declassified documents.
4. **Documentaries and Recorded Testimonies** – Watching expert discussions, oral histories, or eyewitness accounts.

5. **Case Studies** – Analyzing specific instances of a topic in a real-world context to draw general conclusions.
6. **Data Analysis of Reports** – Reviewing statistics from institutions like the UN, WHO, or government agencies.
7. **Experiments or Simulations** – Running small-scale tests to model real-world phenomena.
8. **Field Research** – Visiting locations or conducting observational studies to gather firsthand data.
9. **Social Media Analysis** – Examining trends, opinions, or movements through platforms like Twitter or Reddit.
10. **Legislative Reviews** – Studying legal frameworks, laws, and policies related to the research topic.

Recording Data

1. **Spreadsheets and Databases** – Organizing numerical or structured data for easy reference.
 2. **Mind Maps and Diagrams** – Visualizing connections between different ideas or pieces of evidence.
 3. **Annotated Bibliographies** – Keeping a record of sources along with short summaries and evaluations.
 4. **Transcripts of Interviews** – Converting spoken interviews into written form for analysis.
 5. **Infographics** – Summarizing complex data into visually engaging formats.
 6. **Reflective Journals** – Writing personal reflections on findings and interpretations.
 7. **Research Logs** – Maintaining a chronological record of sources reviewed and insights gained.
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Stakeholders (Additional Examples)

1. **Government Officials** – Provide policy insights and statistical data on the topic.

2. **Local Communities** – Offer firsthand experiences on the impact of a specific issue.
 3. **Academics and Researchers** – Contribute expert knowledge and historical context.
 4. **Journalists and Media Organizations** – Provide investigative reports and journalistic analyses.
 5. **Business Owners and Corporations** – Share perspectives on economic and social implications.
 6. **NGOs and Advocacy Groups** – Highlight humanitarian and environmental concerns.
 7. **Students and Educators** – Offer viewpoints on educational impacts and curriculum relevance.
 8. **Healthcare Professionals** – Provide medical or psychological insights on public health issues.
 9. **Historians and Archivists** – Offer expertise in historical accuracy and interpretation.
 10. **Technology Developers** – Share insights on innovation, AI, or cybersecurity in a given field.
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