



Rationale™

Resource Pack

***For use with the IB
Programme.***

Welcome to Rationale™ Rigour



Austhink™ is creating resources for IB Primary Years, Middle Years and Diploma Programmes.

Browse the following pages to see what we're doing...

This material has been developed independently of the International Baccalaureate, which in no way endorses it.

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1. Critical thinking exercises ideal for Middle Years Programme and Diploma Programme learners.



This set of exercises is designed to help IB learners develop skills in creating thinking maps using Rationale™.

The exercise sets each take about 15 minutes. They are designed to scaffold learning and foster confidence by progressively building upon skills in easy steps.

Exercises
run in
Rationale's
browser.

Learn to make grouping maps.



Rationale™ Exercises

For use in IB Programmes

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[Home](#) > [Set 1](#) > Exercise 1

Now you can try this yourself.

Exercise 1

1. Make a grouping map showing the relationships between these ideas:

Drag this image onto the workspace to proceed. You must be using the inbuilt browser in Rationale 1.3 or later.

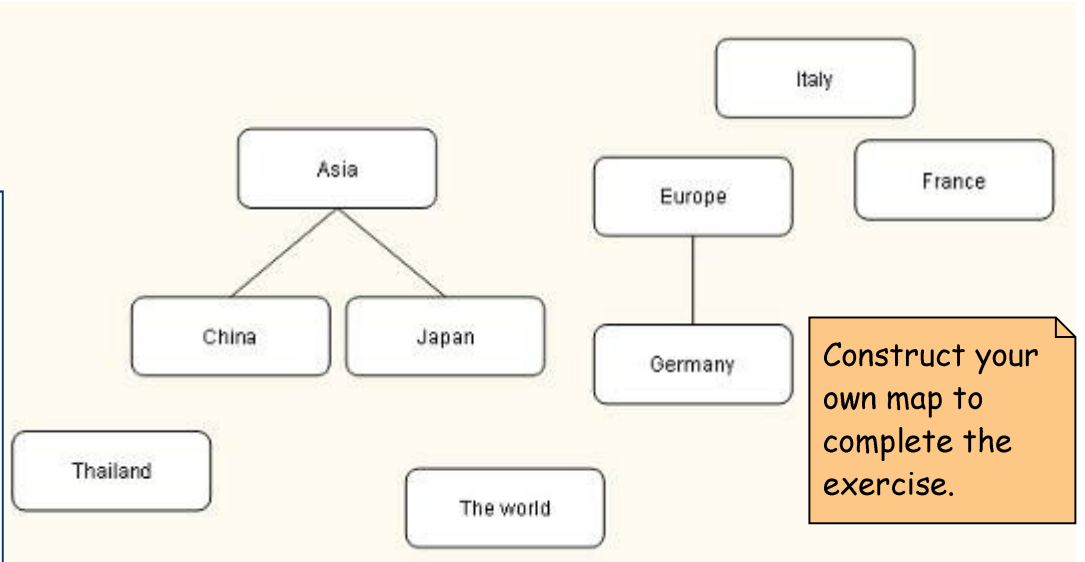
Thailand	France	Asia
Japan	Europe	Germany
The world	Italy	China

Hints:

- Start by dragging the boxes onto the workspace
- Make sure every item finds a place on the Grouping map
- No item can belong to two different groups
- Specific examples like 'Italy' (a country) can't go on the same level as a more general idea 'Asia' (a continent or region).
- You won't need to make a new box for this exercise

2. Check your work against the [model](#).

Drag exercise materials onto the workspace.



Construct your own map to complete the exercise.



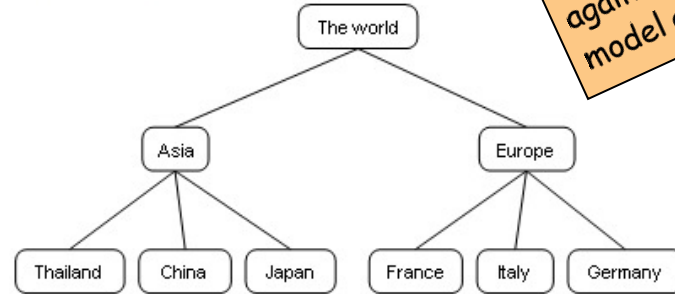
Rationale™ Exercises

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Did you arrange the ideas like this?



Check your work against the model answer.

At this stage we don't need to worry about the order of the items at a given level in a branch - it only matters that we get them at the right level and in the right branch. There are ordering principles we could have used, but these only become important in advanced argument-mapping work.



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For use in IB Programmes

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Exercise 4

1. Make a Rationale Reasoning map representing the argument in the following text:

Everyone should eat breakfast. It is the most important meal of the day, since it provides you with the energy that the body needs to start the day well. But sometimes you're not hungry at breakfast, however it's nonetheless good for you even when you're not hungry.

Drag and drop sections of the above text onto the workspace to proceed. This works with any version of Rationale.

Hints

- Refine all your claims by making them fully fleshed out, unambiguous declarative sentences
- Look for indicator words that reveal whether claims are positions, reasons, or objections
- When you don't have indicators to give you clues, you'll need to work out the argument's logical structure by thinking about which claims give support to, or undermine, other claims, and which claim expresses the argumentative position (the main point at stake)
- If you have trouble working out where to locate a reason, ask yourself: does this reason offer direct support for the position, or does it support some other claim?

2. Check your work against the [model](#).

Learn how arguments are structured.



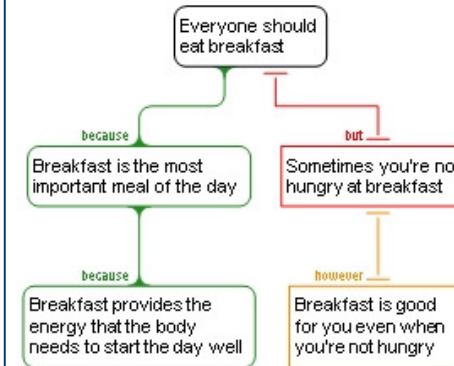
Rationale™ Exercises

For use in IB Programmes

[Home](#) > [Set 5](#) > [Exercise 4](#) > Model

[Next](#)

Was this your answer?



Check your answer against the model.

Learn to
evaluate
reasoning.

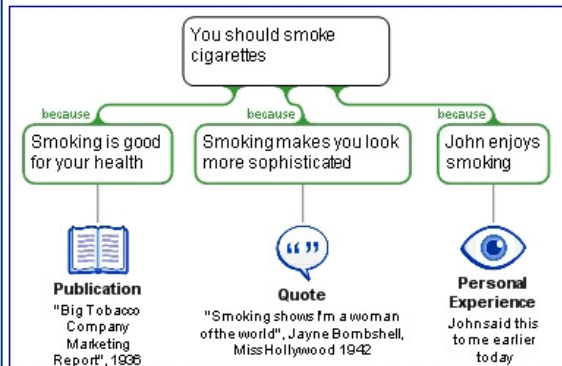
Rationale™ Exercises
For use in IB Programmes

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Exercise 1

1. Evaluate the following argument map:



Drag this image onto the workspace to proceed. You must be using the inbuilt browser in Rationale 1.3 or later.

Hints

- Start evaluating at the left-most basis box and work through one branch at a time from bottom to top, and finish by evaluating the position
- When evaluating basis boxes, ask yourself: is this a reliable source of information? Does this basis provide sufficient evidence for me to believe the claim above it?
- When evaluating reasons, ask yourself: what confidence do I have in this reason, given my assessment of its basis?
 - If you think its basis is reliable, ask yourself: does this reason give support for the position? How good a reason is it - strong or weak?
 - If you think its basis is unreliable, ask yourself: could I still reasonably accept this claim on other grounds? If the answer is no, then the reason can't provide any support for the position.
- Now evaluate the position: what confidence do you have in this, given your evaluation of the top layer of reasons? On balance, is there a better case for accepting it, rejecting it, or taking no stand on the matter?

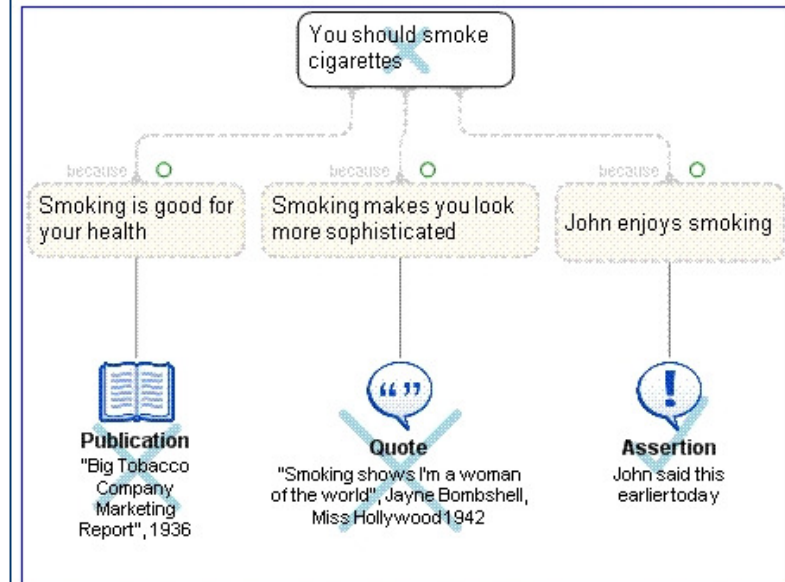
2. Check your work against the [model](#).

Rationale™ Exercises
For use in IB Programmes

[Home](#) > [Set 9](#) > [Exercise 1](#) > Model

[Next](#)

Drag this model answer map onto your workspace to reveal an explanation of each step in the evaluation:



Drag this image onto the workspace to proceed. You must be using the inbuilt browser in Rationale 1.3 or later.

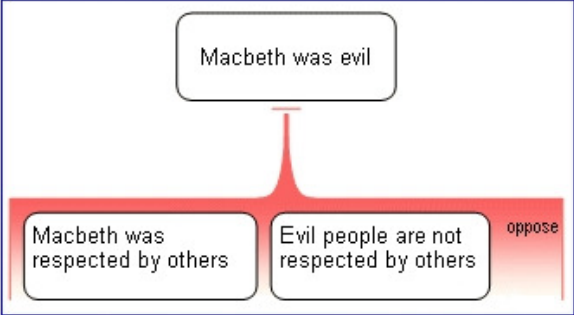
Rationale™ Exercises
For use in IB Programmes

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Exercise 2

1. Evaluate this Analysis map:



Drag this image onto the workspace to proceed. You must be using the inbuilt browser Rationale 1.3 or later.

Hints

- First evaluate each of the premises. Ask yourself: Is this true? Should I accept it, reject it, or reserve judgment (Hmmm).
- Click on each premise's claim box, go to the go to the 'Evaluate' section of the ribbon and click on your assessment
- Then evaluate the whole objection. Ask yourself: Does this objection undermine the position?
- Finally evaluate the position: what confidence do you have in it, given your assessment of the objection?
- If you rated the objection as 'Nil' stop and think carefully about what this means for the position. Do we have any evidence for making our minds up either way?
- Make sure you've put evaluation icons in all boxes, as well as coloring the body of the objection itself

2. Check your work against the [model](#).

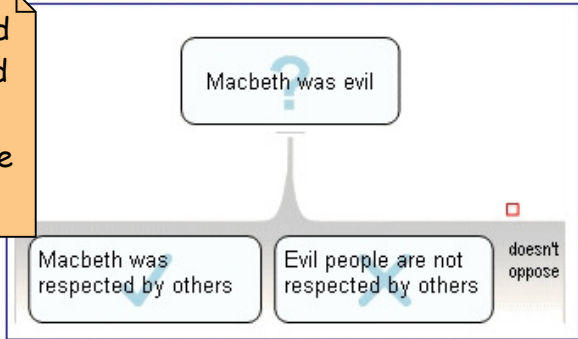
Learn to make and evaluate advanced analysis maps showing copremise structures.

Rationale™ Exercises
For use in IB Programmes

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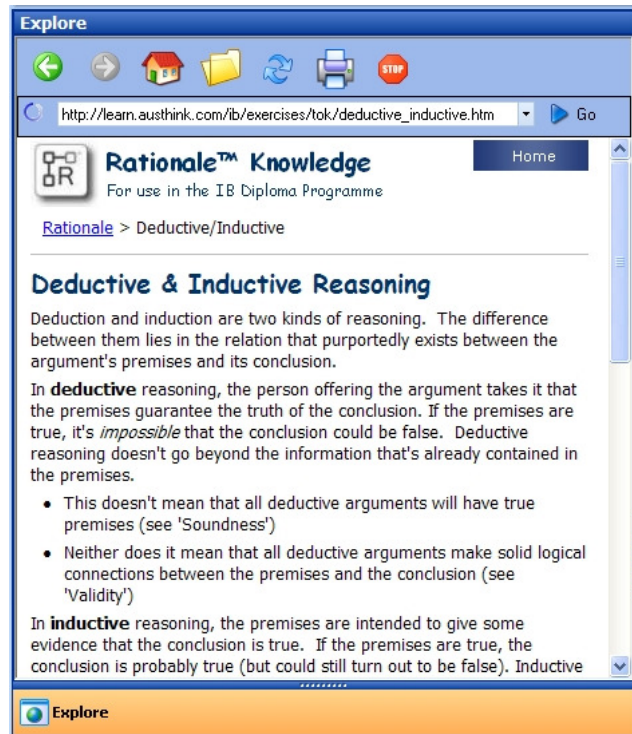
Drag this model answer map onto your workspace to reveal an explanation of each step in the evaluation:



If you've read Shakespeare's play 'Macbeth' then you should agree that he was respected by others: in Act 1 he is praised several times. If you haven't read the play you should select 'Hmmm' for the main premise, to show you're reserving judgment until more information is available. This would also be an acceptable answer for Exercise 1.

We suspend judgment rather than accepting or rejecting the position a single failed objection doesn't tell us anything about how to decide whether the position is good.

2. Theory of Knowledge resources for IB Diploma⁸.



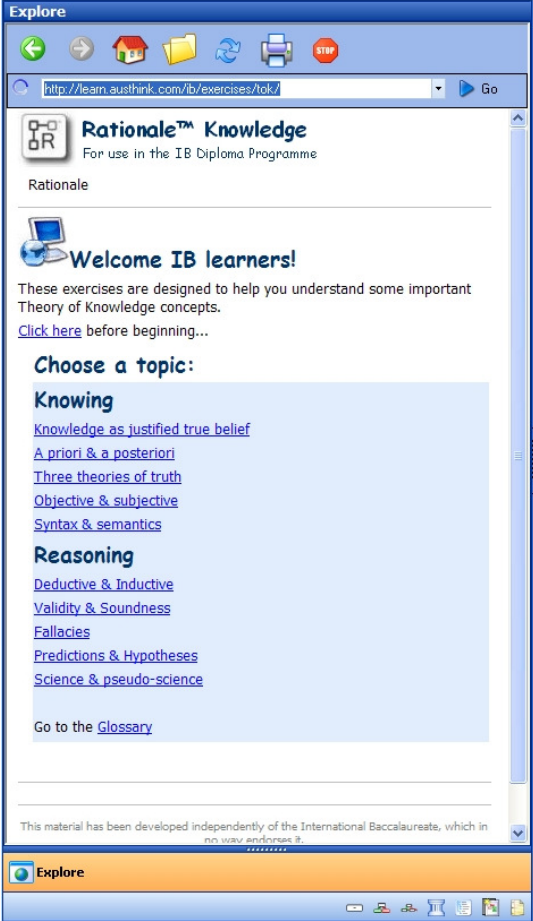
Our TOK resources include:

- Online exercises to practice key TOK concepts.
- TOK specific sample maps.
- Example maps and text that show how to use Rationale to plan a TOK essay.

Online exercises for students to practice TOK key concepts. Topics include:

- Deductive & Inductive
- Validity & Soundness
- A priori & a posteriori
- Knowledge as justified true belief
- Three theories of truth
- Science & pseudo-science
- Objective & Subjective
- Syntax & Semantics
- Fallacies

More topics coming!



The screenshot shows a web browser window titled "Explore" with the address bar containing "http://learn.austhink.com/ib/exercises/tok/". The page content includes the "Rationale™ Knowledge" logo, a subtitle "For use in the IB Diploma Programme", and a "Welcome IB learners!" message. Below the welcome message, there is a "Choose a topic:" section with two main categories: "Knowing" and "Reasoning". Under "Knowing", there are links for "Knowledge as justified true belief", "A priori & a posteriori", "Three theories of truth", "Objective & subjective", and "Syntax & semantics". Under "Reasoning", there are links for "Deductive & Inductive", "Validity & Soundness", "Fallacies", "Predictions & Hypotheses", and "Science & pseudo-science". A link to "Go to the Glossary" is also present. At the bottom of the page, a disclaimer states: "This material has been developed independently of the International Baccalaureate, which in no way endorses it."



Exercises run in Rationale's browser.

Deductive & Inductive Reasoning

Deduction and induction are two kinds of reasoning. The difference between them lies in the relation that purportedly exists between the argument's premises and its conclusion.

In **deductive** reasoning, the person offering the argument takes it that the premises guarantee the truth of the conclusion. If the premises are true, it's *impossible* that the conclusion could be false. Deductive reasoning doesn't go beyond the information that's already contained in the premises.

- ◆ This doesn't mean that all deductive arguments will have true premises (see 'Soundness')
- ◆ Neither does it mean that all deductive arguments make solid logical connections between the premises and the conclusion (see 'Validity')

In **inductive** reasoning, the premises are intended to give some evidence that the conclusion is true. If the premises are true, the conclusion is probably true (but could still turn out to be false). Inductive reasoning purports to extend our knowledge, i.e., to draw a conclusion which goes beyond the information contained in the premises.

If your TOK text book offers a definition in terms of 'the general' and 'the particular' [click here](#) for an important note.

Let's try a practice exercise...

Sort the white boxes into two categories according to whether the arguments they contain are deductive or inductive:

Practice exercises to complete on the workspace.

Drag this image onto the workspace to proceed. You must be using the inbuilt browser in Rationale 1.3 or later.

After you've finished this exercise drag this thumbnail onto the workspace to see the model answer:



Check your work against the model answer.

Next

The exercise looks like this on the workspace...

Attach the white boxes to one of these two categories according to whether the arguments they contain are deductive or inductive.

Two kinds of reasoning

Deductive

Inductive

The premises guarantee the truth of the conclusion. If the premises are true, it's impossible that the conclusion could be false.

The premises support the probable truth of the conclusion. If the premises are true, the conclusion is unlikely to be false (but could still turn out to be so).

Ibiza is either in the Balearic Islands or the Canary Islands. If Ibiza is in the Canary islands, it is Spanish territory. If Ibiza is in the Balearic Islands then it is Spanish territory. So Ibiza is Spanish territory.

It has rained in Bangalore every August in recorded history. Therefore it will rain in Bangalore this coming August.

Nature resembles a watch since both are intricate and complex. A watch has a designer. Therefore nature has a designer.

If it's Monday then I should be at school. It's Monday, so I should be at school.

Ali is short. Tamsyn is short. Mia is short. Ali, Tamsyn and Mia are my only sisters. Therefore all of my sisters are short.

All men are mortal. Socrates is a man. Therefore, Socrates is mortal.

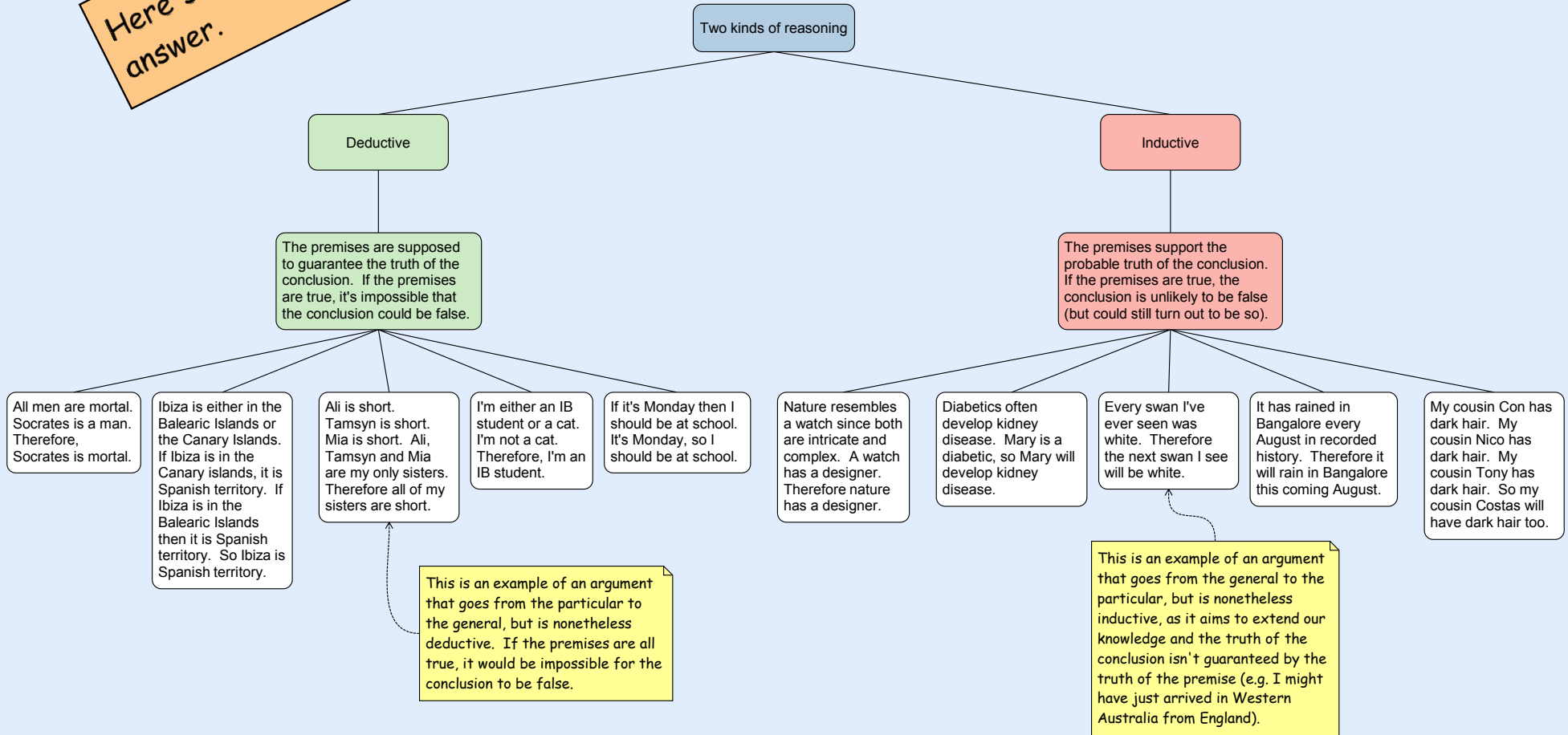
Diabetics often develop kidney disease. Mary is a diabetic, so Mary will develop kidney disease.

I'm either an IB student or a cat. I'm not a cat. Therefore, I'm an IB student.

My cousin Con has dark hair. My cousin Nico has dark hair. My cousin Tony has dark hair. So my cousin Costas will have dark hair too.

Every swan I've ever seen was white. Therefore the next swan I see will be white.

Here's the model answer.





Exercises run in Rationale's browser.

Validity & Soundness

Validity and soundness are two criteria that we apply to subsets of deductive arguments.

A **valid** argument is one that has a form that would make it *impossible* for the conclusion to be false if the premises were true. Validity has nothing to do with whether or not the premises are *actually* true - the term describes the *form* an argument takes, rather than its *content*.

- This is a special, technical usage of the word 'valid' as distinct from the everyday use of the term. [Click here](#) for further discussion of this point.

An **invalid** argument is one with a flawed form. For example, there is a problem with *any* argument that goes: If A then B, not A therefore not B. Why? Think about it: If a canon is fired then there's a loud noise. Now suppose the canon isn't fired. That doesn't mean it's guaranteed there won't be a loud noise, because loud noises can be caused by many other things besides a cannon firing!

A **sound** argument is one that is both valid *and* has true premises.

Let's try a practice exercise...

Sort the white boxes into categories according to whether the arguments they contain are invalid, valid but unsound, or sound.

Arguments in which the conclusion doesn't go beyond the information contained in the premises.

- SOUND (and valid) (has true premises)
- Valid but not sound
- Invalid

Arguments to be classified:

- If the moon is made of green cheese, it is made of green cheese. The moon is made of green cheese. Therefore the moon is made of green cheese.
- If it is Wednesday, then it is not Friday. It is Wednesday. Therefore it is not Friday.
- All cats are mammals. All mammals have four legs. Therefore all cats have four legs.
- All circles are round. No sound objects are round. Therefore no circles are sound.
- If it is greater than 8, then it is greater than 6. 12 is greater than 8. Therefore 12 is greater than 6.
- It is raining in Seattle, and the weather in Seattle is the same as the weather in New York. Therefore it is raining in New York.
- All mammals can breathe without air. Humans are mammals. Therefore humans cannot breathe without air.
- My dog ate a bone. Therefore my dog is a dog.

Practice exercises to complete on the workspace.

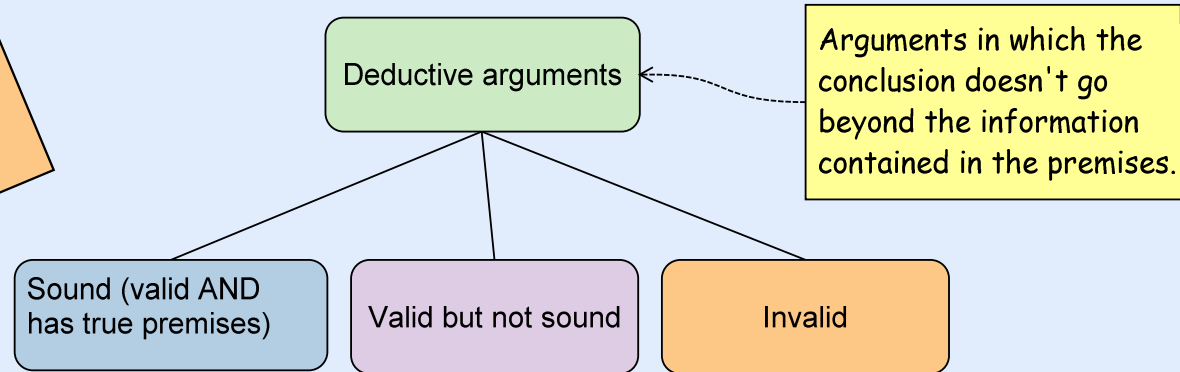
Drag this image onto the workspace to proceed. You must be using the inbuilt browser in Rationale 1.3 or later.

After you've finished this exercise drag this thumbnail onto the workspace to see the model answer:



Check your work against the model answer.

The exercise looks like this on the workspace...



Either the moon is made of green cheese or it's made of chocolate. The moon isn't made of green cheese. Therefore the moon is made of chocolate.

If it's Wednesday then I should be at school. I should be at school. Therefore it is Wednesday.

All cats are astronauts. All astronauts have travelled to another galaxy. Therefore all cats have travelled to another galaxy.

All circles are round. No round objects have corners. Therefore no circles have corners.

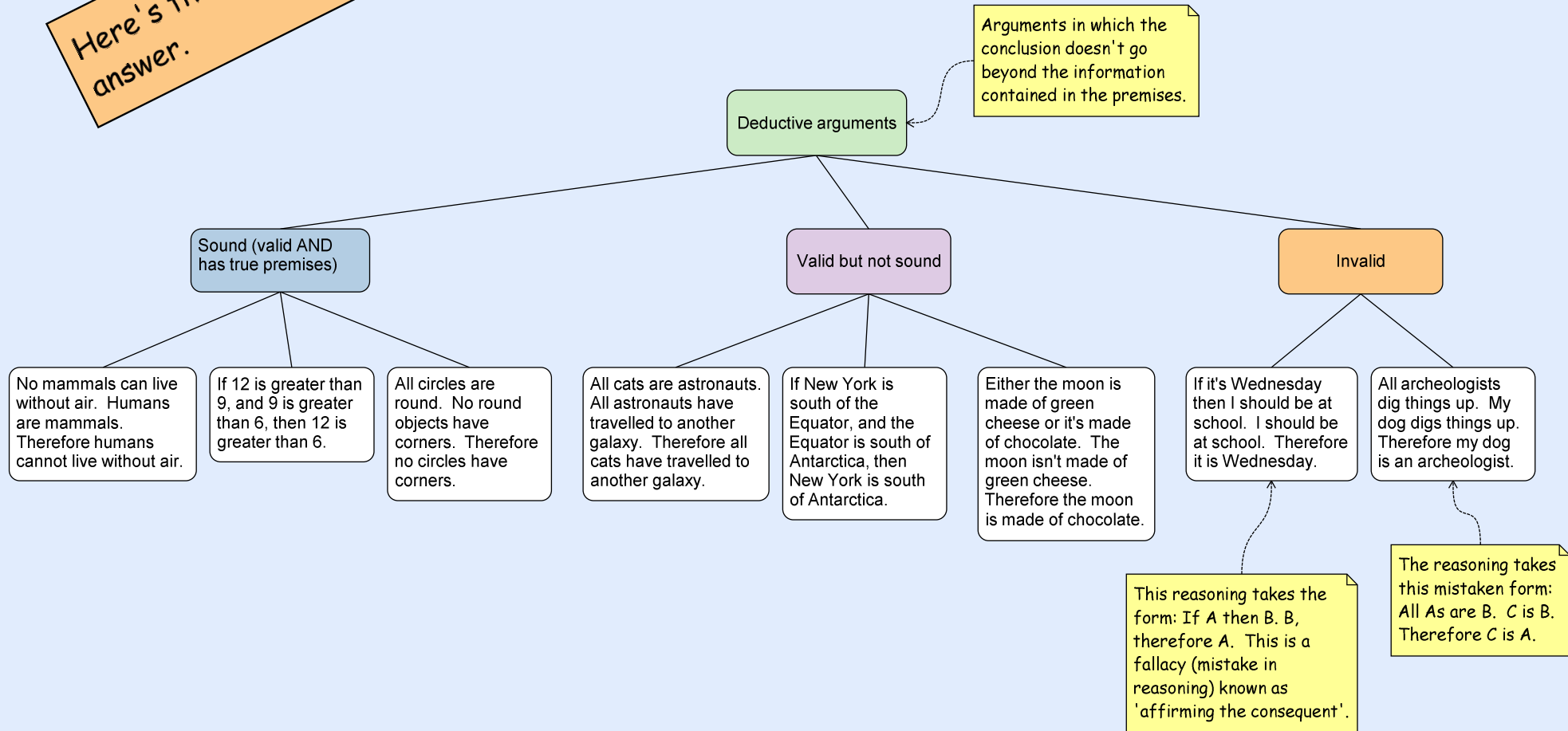
If 12 is greater than 9, and 9 is greater than 6, then 12 is greater than 6.

If New York is south of the Equator, and the Equator is south of Antarctica, then New York is south of Antarctica.

All archeologists dig things up. My dog digs things up. Therefore my dog is an archeologist.

No mammals can live without air. Humans are mammals. Therefore humans cannot live without air.

Here's the model answer.



Theory of Knowledge:
History as an area of knowledge.

We can make justifiable claims to knowledge in history as an area of study.

Selectiveness is not the same as bias. Decisions are made on the basis of one's (perhaps distorting) paradigms, but dishonesty is not intended.

Biases are personal involvements that result in some dishonesty in what is recorded.

because
There are ways to distinguish more reliable primary sources from less reliable ones.

but
Historians frequently disagree with each other.

but
We may lack a sufficient amount of evidence to claim justifiable knowledge about the past.

but
History is a selective interpretation of events.

but
Biases can affect the history we receive.

because
We can enquire critically into the authorship of primary documents.

because
We can compare different primary sources to see how far they agree with one another.

because
We can look at those kinds of documents that are less likely to be biased or misleading.

however
There are vast numbers of historical facts that everyone agrees about.

however
Most of the disagreements are about the meaning and significance of the facts, not the facts themselves.

because
The writers of the primary sources are selective in what they report.

because
Later historians are selective in the way they approach the primary sources.

however
That history is selective doesn't mean that it must be hopelessly twisted, subjective, or completely fabricated.

because
Parties can engage in propaganda and 'spin', deliberately manipulating what is written down as history.

Who wrote it? What was the writer's motive? How long after the event was it written? Was the author an eyewitness? Is the document internally consistent?

eg

Example
Legal and administrative documents, rather than letters and diaries

eg

Example
The Battle of Hastings was fought in 1066, Captain Cook landed in Australia in 1788, Hong Kong was returned to China in 1997

because
Evidence about the past is inferred from a limited amount of information that remains from the past in the present.

however
'It's hard to be completely certain' doesn't mean 'anything goes'.

because
History doesn't record all the events of the past, just the ones someone decides are significant.

because
The interests of just one group or even individual might reflect only their own concerns at the expense of other groups who didn't write history.

because
Some notion of what is significant, interesting or important affects what is investigated.

because
Historians process the available facts and primary sources into a narrative informed by some theory of history.

eg

Example
All we know about the Persian/Greek wars in the 5th century BCE comes from a single source: Herodotus

eg

Example
We know nothing about illiterate people in the Renaissance or the Middle Ages except what the literate portrayed.

“ ”

Quote
'Though God cannot alter the past, historians can', Samuel Butler (1835-1902)

eg

Example
A 'great person' theory encourages a history told around some pivotal figure; an 'economic determinist' view encourages a focus on technological and economic factors, rather than individuals.

“ ”

Quote
'History will be kind to me, for I intend to write it', Winston Churchill

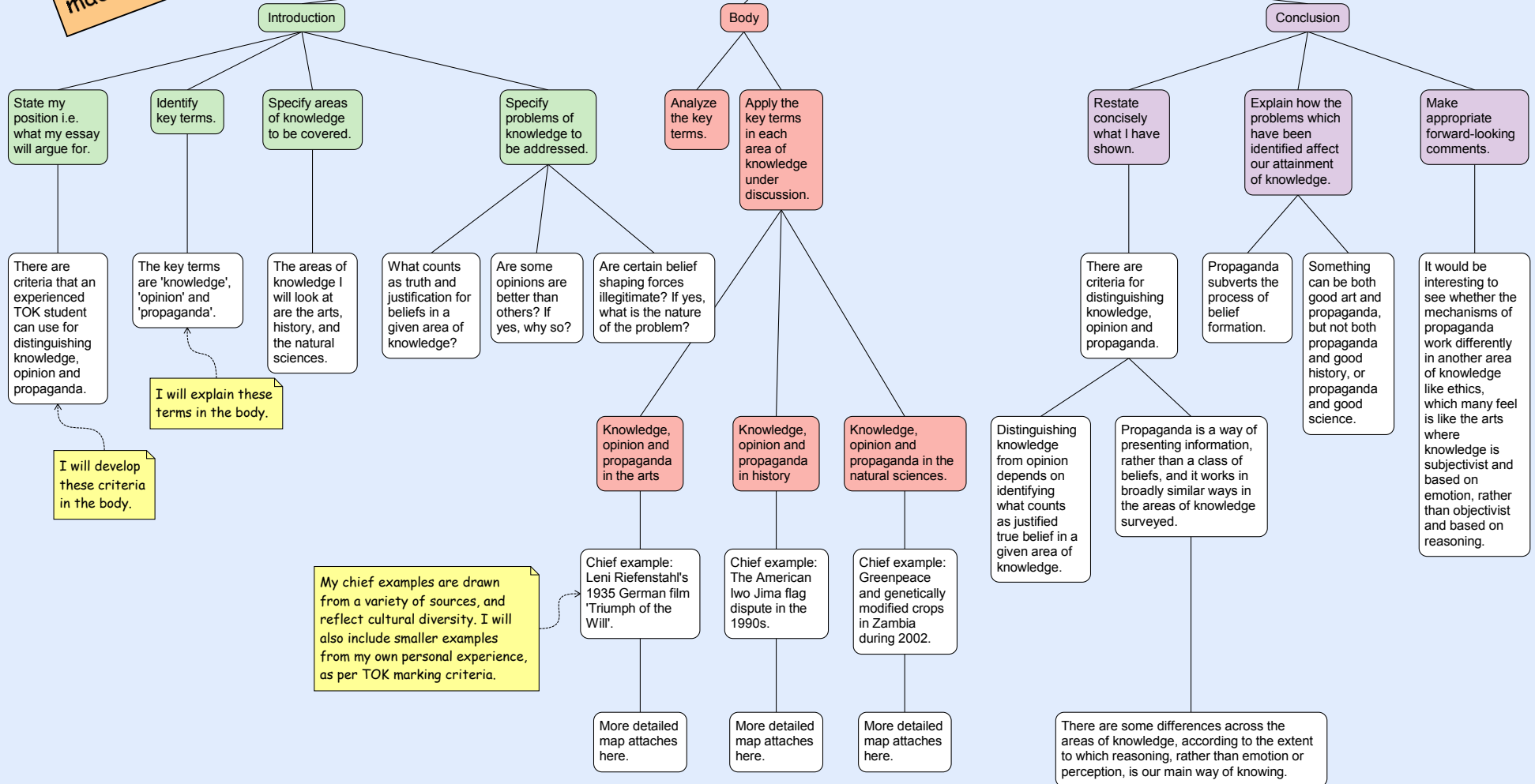
eg

Example
Lenin removing Trotsky from photographs and the historical record of events.

TOK specific sample map.

Map showing how to use Rationale™ to plan a TOK essay: essay macrostructure.

Topic 1, 2005 - 2006: There are many different authorities, including academics, politicians, global organizations and companies, who make knowledge claims. As an experienced TOK student, what criteria do you use to distinguish between knowledge, opinion and propaganda?



The first area of knowledge to be discussed.

Knowledge, opinion and propaganda in the Arts.

My example of propaganda in this area of knowledge.

Here's why I don't think the film conveys knowledge by the standards appropriate for this area of knowledge.

Informed critics can agree on standards for good art, so we can say we know a particular piece is art.

Art can convey knowledge, but it does so in a way particular to this area of knowledge.

Development of general thesis laid out earlier, applying it to this particular area of knowledge.

A key point that I will compare across areas of knowledge in the conclusion.

An example of propaganda in the arts is Leni Reifentstahl's film 'Triumph of the Will' (1935).

'Triumph of the Will' is art rather than just a film as it offers us as aesthetic conception (albeit a Nazi one) and it makes innovative use of 1930s cinematographic technology, e.g. moving devices shift the camera to create artistic effects.

Truth in art isn't a matter of what is depicted being literally true, like the criterion of truth for a scientific fact.

The knowledge art conveys is subjective.

Knowing that this film is art and recognizing it as propaganda isn't mutually exclusive.

Leni Riefentstahl wanted to depict the Nazi movement in a favourable light and to encourage identification with it.

'Triumph of the Will' conveys propagandistic themes through imagery and cinematographic techniques.

Responding to the National Socialist aesthetic amounts to embracing a whole political view, rather than being 'spoken to about my own experiences'.

Publication
<http://www.geocities.com>

Publication
Alchin p. 41

'Art speaks to us about our own experiences'.

Art conveys knowledge that 'informs our interactions with the world'.

Hitler is depicted as a deity.

Feelings of solidarity and German national unity are encouraged.

There aren't fallacies (mistakes in reasoning) in what is presented as this film doesn't 'argue' by way of reasons, instead it makes a distorted appeal to the emotions.

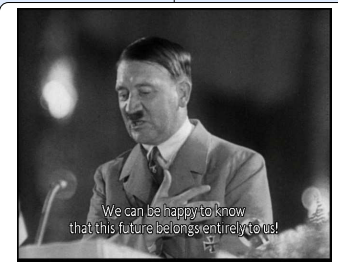
We are provided with a partial presentation of the truth: the Nuremberg rallies happened, but the film presents this from a limited (manipulative) viewpoint.

Publication
Alchin p. 41

e.g. I read Chinua Achebe's 'Things Fall Apart' for a literature course. The theme of a hero with a fatal character flaw resonated with me. My teacher saw the most significant theme as the displacement of traditional values in colonial Africa. My teacher's view is more informed by literary theory and comes closer to the ideal of knowledge (as expert consensus). My view is still a respectable opinion as the book resonated with my subjective experience of characters in Macbeth.

Publication
Alchin p. 41

A short example from my own personal experience, meeting TOK marking criteria.



Still from 'Triumph of the Will', www.dvdbeaver.com



Still 'Triumph of the Will', fp.okstate.edu

Stills from the film illustrate my point. I would include these pictures in the essay.

The opening scenes portray Hitler's arrival at Nuremberg as like the Second Coming of Christ or a reincarnation of the Germanic god Woden.

The camera is mostly positioned below the level of Hitler's face, 'which has the effect of immediately subjugating the spectator'.

Geometric marshalling of the crowd and the use of uniforms and insignia are repeatedly depicted, suggesting acclamation for Hitler and unification of the masses.

The faces of others besides Hitler and party officials are not shown, they are instead depicted as anonymous, regimented members of the masses.

Publication
<http://www.geocities.com>

Publication
<http://www.geocities.com>

Publication
<http://www.geocities.com>

Publication
<http://www.geocities.com>

I've kept track of my sources so I can reference my essay properly.

Map showing how to use Rationale™ to plan a TOK essay: essay microstructure.

Knowledge, opinion and propaganda in the Arts (essay fragment)

Informed critics can agree on standards for good art, so we can say we know a particular piece is art. For example, Leni Riefenstahl's 'Triumph of the Will' (1935) is art rather than just a film as critics agree that it offers an aesthetic conception (albeit a Nazi one), and it makes innovative use of 1930s cinematographic technology, e.g. moving devices shift the camera to create artistic effects.¹

Art can also convey knowledge, but it does so in a way particular to this area of knowledge. Truth in art isn't a matter of what is depicted being literally true, like the criterion of truth for a scientific fact.² Alchin says that the knowledge art conveys is subjective rather than objective, as art 'speaks to us about our own experiences'.³ I think he is correct, based on an experience I had while reading Chinua Achebe's *Things Fall Apart* for a literature course. The theme of a hero with a fatal character flaw resonated with me. My teacher saw the most significant theme as the displacement of traditional values in colonial Africa. My teacher's view is more informed by literary theory and comes closer to the ideal of knowledge (as expert consensus). My view is still a respectable opinion as the book resonated with my subjective experience of characters in Macbeth.

Alchin also suggests that art conveys knowledge that 'informs our interactions with the world'.⁴ He means that the aesthetic experiences I have shape what I feel, think and go on to do. This is important when it comes to the question of propaganda, where the 'shaping' is illegitimate. 'Triumph of the Will', which I mentioned earlier, is an example of propaganda in the arts. Knowing that this film is art and recognizing it as propaganda isn't mutually exclusive.

Leni Riefenstahl wanted to depict the Nazi movement in a favourable light and to encourage identification with it. Her film uses imagery and cinematographic techniques to convey propagandistic themes. Firstly, Hitler is depicted as a deity. The film's opening scenes portray Hitler's arrival at Nuremberg as like

¹ 'To what extent are the labels of "propaganda" and "art" appropriate in the description of Leni Riefenstahl's *Triumph des Willens* (1935)', Edmund Butcher, <http://www.geocities.com/ebutcher1/?200727>, accessed 4/7/07.

² N. Alchin, *Theory of Knowledge*, John Murray Publishers, London, 2003, p. 41.

³ Alchin, p. 41.

⁴ Alchin, p. 41.

⁵ <http://www.geocities.com>

the Second Coming of Christ or a reincarnation of the Germanic god Woden. In addition, the camera is mostly positioned below the level of Hitler's face, 'which has the effect of immediately subjugating the spectator'.⁵

Secondly, the film encourages feelings of solidarity and German national unity. The geometric marshalling of the crowd and the use of uniforms and insignia are repeatedly depicted, suggesting acclamation for Hitler and unification of the masses.⁶ Furthermore, the faces of others besides Hitler and party officials are not shown, they are instead depicted as anonymous, regimented members of the masses.⁷



Stills from 'Triumph of the Will'.⁸

There aren't fallacies (mistakes in reasoning) in what is presented, as this film doesn't 'argue' by way of reasons, instead it makes a distorted appeal to the emotions. Another factor typical of propaganda is that we are provided with a partial presentation of the truth: the Nuremberg rallies happened, but the film presents this from a limited (and manipulative) viewpoint. Responding to the National Socialist aesthetic depicted amounts to embracing a whole political view, rather than being 'spoken to about my own experiences', so this film doesn't convey knowledge by the standards appropriate for this area of knowledge.

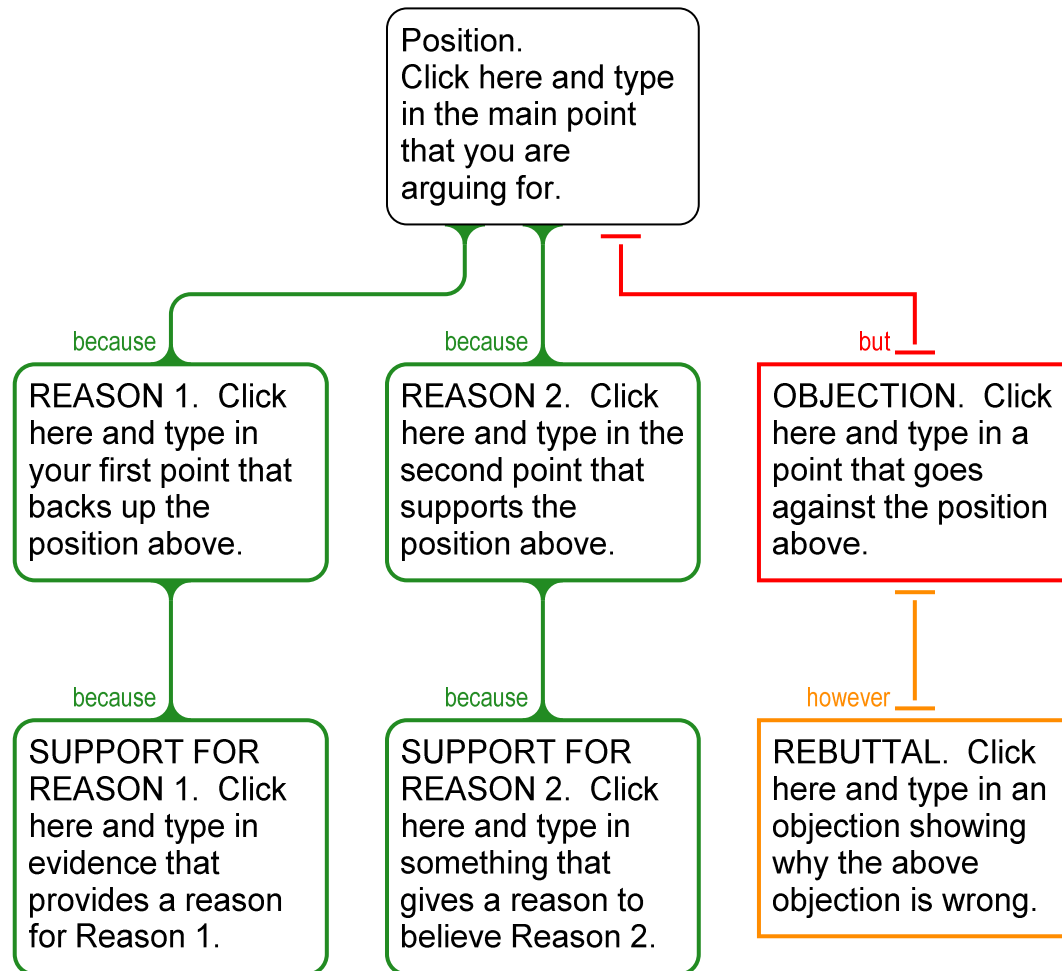
⁶ <http://www.geocities.com>

⁷ <http://www.geocities.com>

⁸ Hitler picture, <http://www.dvdbeaver.com>, Nuremberg rally picture <http://www.fp.okstate.edu>, both accessed 4/7/07.

Essay text follows map structure.

3. Essay planning resources for Primary and Middle Years Programmes.



Essay writing is frequently difficult for students and oftentimes a great chore for teachers to assess. The problems are often a lack of coherence, poor structure and information without a point.

Rationale's essay planner templates provide guided instruction for structured arguments and meaningful prose.

Export to a word document.

Instructions, guidelines and a checklist.

Rationale™ has an inbuilt essay planner to help scaffold learning the principles of argument structure and its correlation with prose structure.

Essay Preview
(Read only) [Export... ?]

Enter a rebuttal to the objection
A rebuttal is an objection to an objection against an objection - a reason not to accept an objection.

[Type your title here]

[Type your name here]
[Begin by giving some background. Why are you discussing this topic? Does it relate to someone else's discussion, for example a newspaper report?]

Bollywood films are great. There are two main reasons supporting this position, and one main objection to it can be rebutted.

The first reason is that Bollywood films are entertaining, since Bollywood films have great singing and dancing. *[You can put a relevant example or an explanation of this here, or provide further evidence for it. Do you have a source, reference or a quote you can use?]*


The second reason to think that Bollywood films are great is that Bollywood films are culturally interesting. This is because Bollywood films have different cultural influences to my own. *[You can put a relevant example or an explanation of this here, or provide further evidence for it. Do you have a source, reference or a quote you can use?]*

On the other hand, a consideration against the idea that Bollywood films are great is that Bollywood films are long. *[If you can think of someone who has made this claim refer to him/her. You may even provide a quote.]* This objection is not convincing, however, because great films are often long. *[You can put a relevant example or an explanation of this here, or provide further evidence for it. Do you have a source, reference or a quote you can use?]*

Based on this reasoning it is clear that Bollywood films are great. *[Can you think of any changes in circumstances that would make you reconsider your position? Describe them and explain why and how your position might change.]*

- I have corrected spelling, grammar and punctuation.
- I have made sure that all my sentences make sense.
- I have checked with my teacher that this essay is appropriate for this subject.
- I have followed the relevant guidelines to complete my essay.
- I have typed my essay title and my name at the top of the page.
- I have fixed the formatting and deleted the guidance information. (If you're working in Microsoft Word, to restore everything to the normal font press Ctrl+A then Ctrl+Spacebar on your keyboard.)

More essay writing skills practice in another online exercise.



Rationale™ Exercises

For use in IB Programmes

[Home](#) > [Set 6](#) > Set 6 - Essays

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Set 6 - Essays


Rationale™ has an inbuilt essay planner. This tool can help you learn how to write well structured essays that express your ideas clearly.

Skills

Represent an argument clearly in essay form.

Key concepts

Signposting
Indicators
Introduction
Body
Conclusion
Essay Planning



Rationale™ Exercises

For use in IB Programmes

[Home](#) > [Set 6](#) > Second page

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We'll look at two common kinds of essay in this set:

- A **literature essay** makes a case for a position by compiling a set of reasons which support that view
- An **argumentative essay** argues for a position by offering supporting reasons, anticipating objections someone might make and rebutting those objections

Rationale has essay planning templates of both these kinds

The essay planning tool is easy to use. You follow these steps:

Step 1. Switch to the Essay Planning pane or select its icon below the Building Pane

Step 2. Select an essay planning template, drag and drop it onto the workspace

Step 3. The essay is generated in the Preview pane

Step 4. Save (export) your essay plan in Word or other word processing software. The exported document has additional guidance on how to flesh out an essay.

Try this now for yourself, using one of the 'filled in' examples

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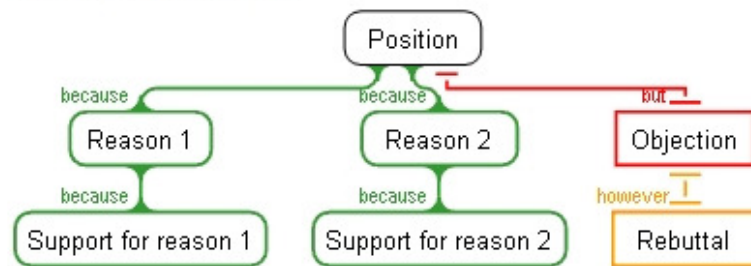
[Back](#) • [Next](#)

[Home](#) > [Set 6](#) > Ordering ideas

Ordering your ideas

A good essay lays out issues in a helpful and clear order.

Here's an argument map:



Explanation of ordering ideas.

If you were going to write an essay based on this map, one important job would be to work out the best way to arrange the ideas on the page.

The map is very clear about how the reasoning goes. We can keep this clarity by carefully arranging the claims in the essay:

- The **introduction** clearly identifies the **position**
- The **body** examines the branches of the argument. The essay steps the reader through the argument one branch at a time, working from the top of the branch to the bottom. So our essay would have this form:

First body paragraph	Reason 1 then support for reason 1
Second body paragraph	Reason 2 then support for reason 2
Third body paragraph	Objection then rebuttal
- The **conclusion** reminds the reader of the **position**

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Rationale™ Exercises

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[Home](#) > [Set 6](#) > Signposting

Signposting your essay

'Signposts' are words and phrases that help the reader follow what you're doing in the essay.



Explanation of signposting.

They work much the same way that signs do on a road trip:

- In the introduction signposts tell the reader what to expect.

Apollo Bay	47 km
Lorne	92 km
Anglesea	121 km
Geelong	160 km

...There are two main reasons supporting this position, and the main objection to it can be rebutted.

- In the body signposts tell the reader where you're up to in the argument.

Anglesea	
Refreshments	50 m on left
Petrol	150 m on right
Accommodation	250 m on left

The first reason is...

The second reason...

On the other hand...



Rationale™ Exercises

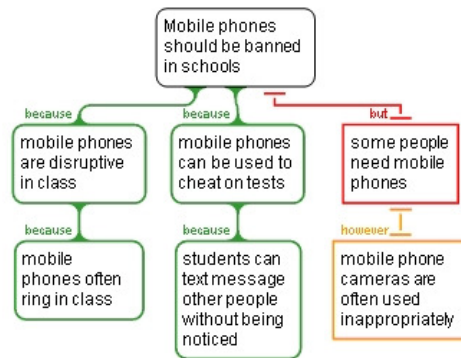
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[Home](#) > [Set 6](#) > Exercise 1

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Exercise 1

Here's a map we could use to structure an argumentative essay that makes the case that mobile phones should be banned in schools:



1. Use the mobile phones map to construct a short essay. We'll provide all the pieces of text you need - your job is to work out where to place each claim in the essay.

[Click here to proceed.](#) An editable word processing document containing the map, box contents, essay template, and prompts will open in a new window.

Hints

- The introduction should clearly state the position you're arguing for
- The body should be split into paragraphs that each develop one main line of thought
- The conclusion should restate the position

2. Check your work against the [model answer](#).



Rationale™ Exercises

For use in IB Programmes

[Home](#) > [Set 6](#) > [Exercise 1](#) > Model

[Next](#)

The vital point is that each branch of the argument is treated in a paragraph of its own. The essay steps the reader through the argument one branch at a time, working from the top of the branch to the bottom, before signaling the shift to examining another branch.

Here's the model answer:

Mobile phones should be banned in schools. There are two main reasons supporting this position, and the main objection to it can be rebutted.

The first reason is that **mobile phones are disruptive in class**, since **mobile phones often ring in class**.

The second reason to think that **mobile phones should be banned in schools** is that **mobile phones can be used to cheat on tests**. This is because **students can text message other people without being noticed**.

On the other hand, a consideration against the idea that **mobile phones should be banned in schools** is that **some people need mobile phones**. This objection is not convincing, however, because **mobile phone cameras are often used inappropriately**.

Based on this reasoning it is clear that **mobile phones should be banned in schools**.

Check your work against the model answer.

Activity to practice structuring an essay.

4. Extended Essay resources for Diploma Programme.



Writing a 4000 word essay is daunting for anyone!

In what is probably their first major piece of writing, IB Diploma learners are likely to require assistance in:

- Organising their ideas and research
- Identifying perspectives and evidence
- Developing a clear argumentative contention
- Providing a solid essay structure

To help with this, Austhink is developing an IB guide booklet for students, 'Writing your Extended Essay with Rationale™', in collaboration with Geelong Grammar

Brainstorming your topic.

Psychology essay example. Chosen topic: 'Models of Panic Disorder are useful for thinking about diagnosis and treatment'.

Refine topic.

Key Terms: A Model is a way of describing the mechanisms of the disorder.

Some causes that are commonly researched, ie. what is thought of as causing the disorder.

This is what I know about the definition of my topic.

Key Terms: This define a key term from the research question.

Panic Disorder

Definition

Causes

models of panic disorder

Treatment

- Experience unexpected panic attacks
- Experience anxiety at the possibility of future panic attacks.
- Occurs with or without agoraphobia

- Genetic basis
- Psychodynamic
- Behavioural

Clark's model of catastrophic interpretation of bodily sensations

Other models?

- Medication
- Therapy

Expand this to include symptoms.

Implications: In the essay I should point out that treatment recommended will depend upon one's view of the underlying cause.

I should expand on this with details on Clark's theory.

Add in further models of panic disorder.

Issue: What is the most effective treatment? Medication can be addictive, but produces more immediate results than therapy.

Sample plan for an essay on development of urban areas using London Docklands as a case study.

London Docklands essay plan.

Introduction.

- Clearly state my position.
- Clearly state key terms and concepts.
- Provide background information.

Main body of essay.

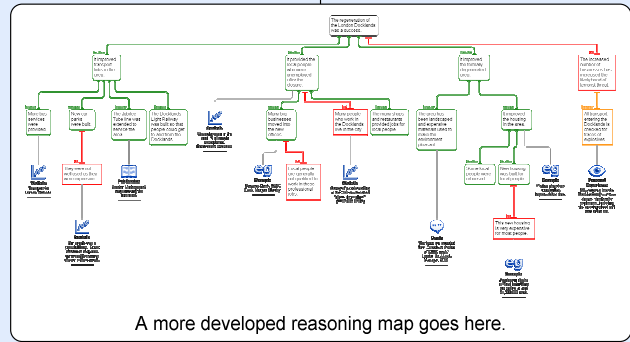
Conclusion.

Clearly assess the position: has the regeneration been successful?

Use collected data, experiences and publications to reach your conclusion.

Explain the history of the Docklands.

Your experience of living in the area.

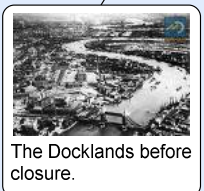


What it was used for and what goods it imported and exported.

Why the Docklands closed down.

Explain the degeneration of the area: unemployment, vandalism, etc.

What improvements have you witnessed in your lifetime?



What did this mean for people living in the area?

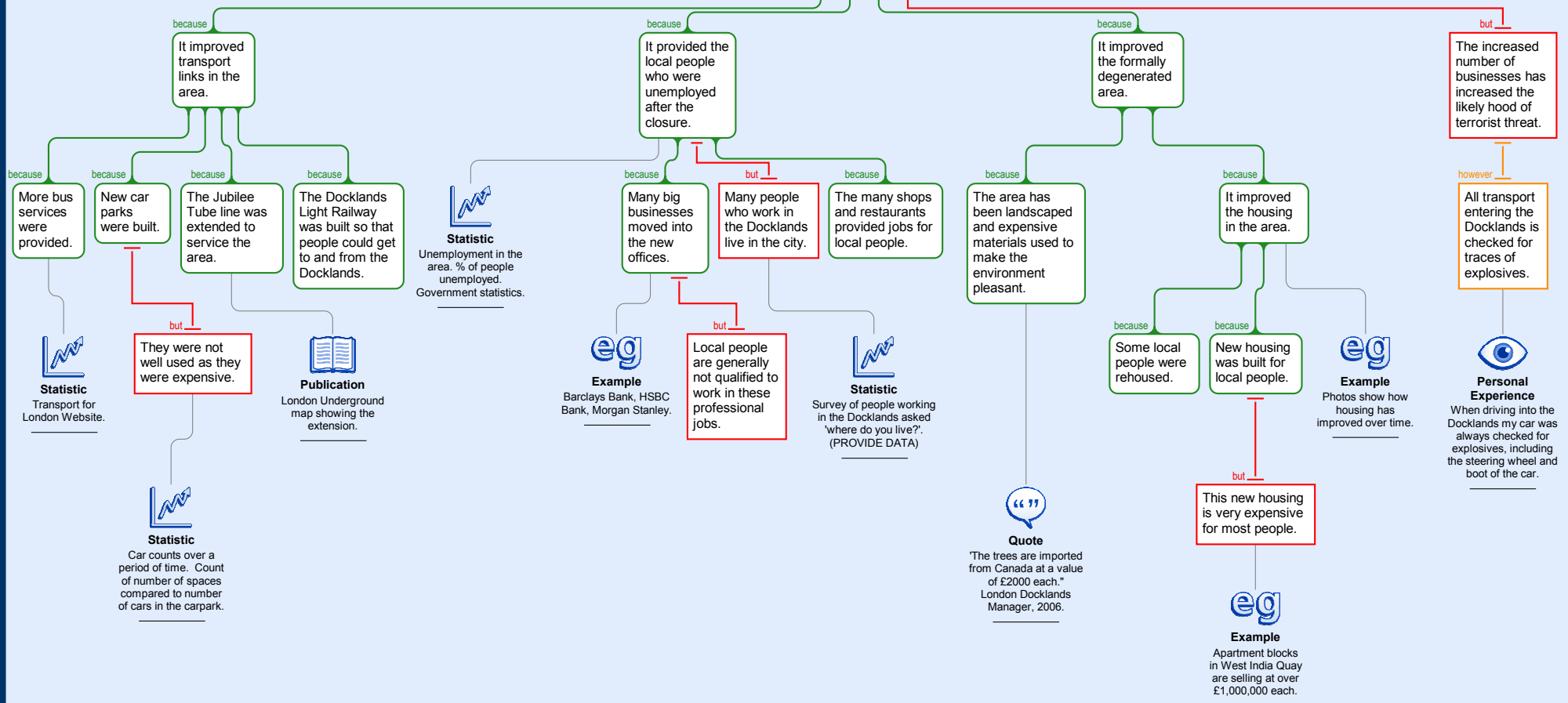
Why did the Docklands need improving?



Plan for arguments in the body of the geography essay.

Reasoning map for main body of essay.

The regeneration of the London Docklands was a success.



5. IB Sample Maps.

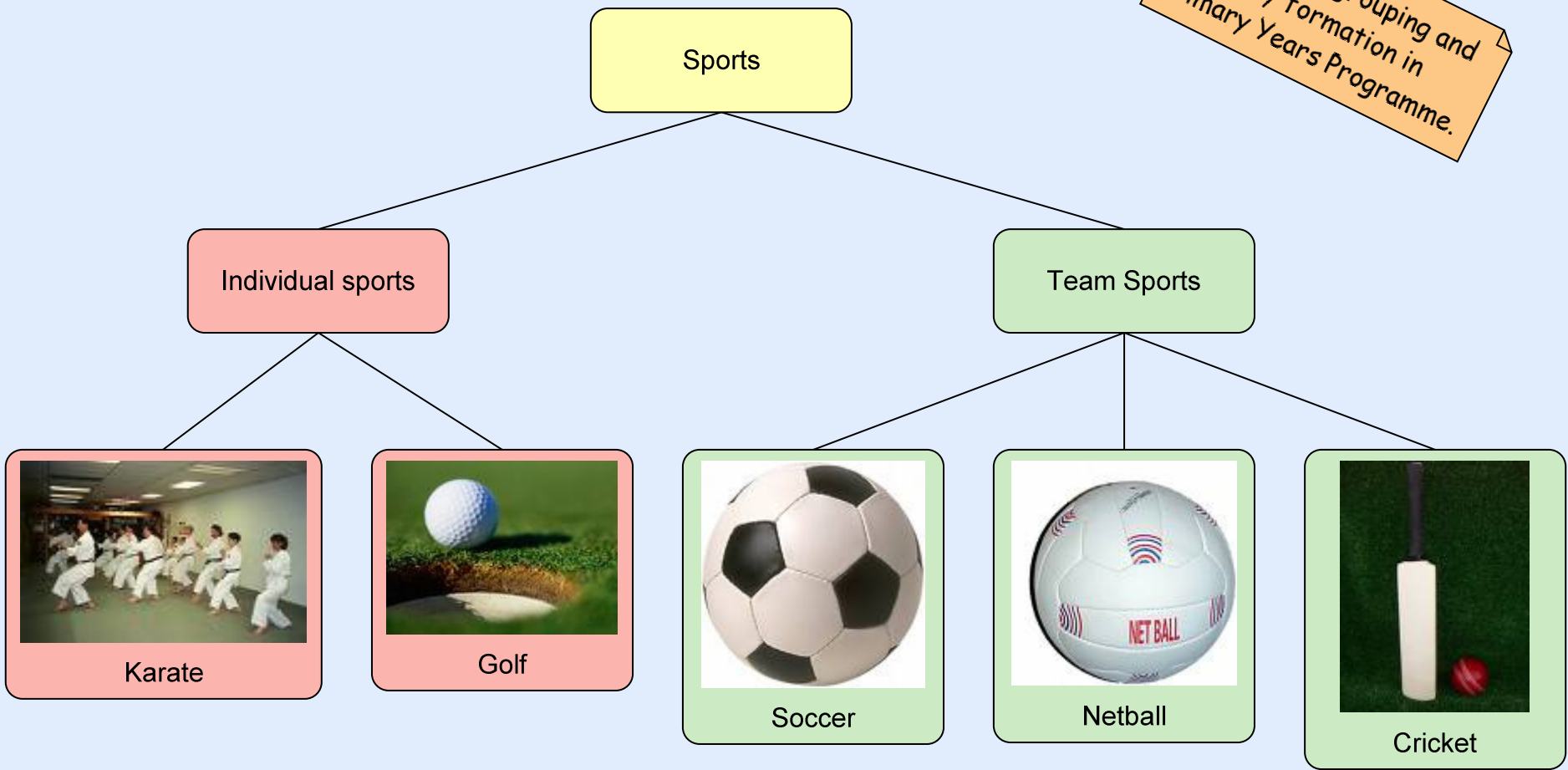
29



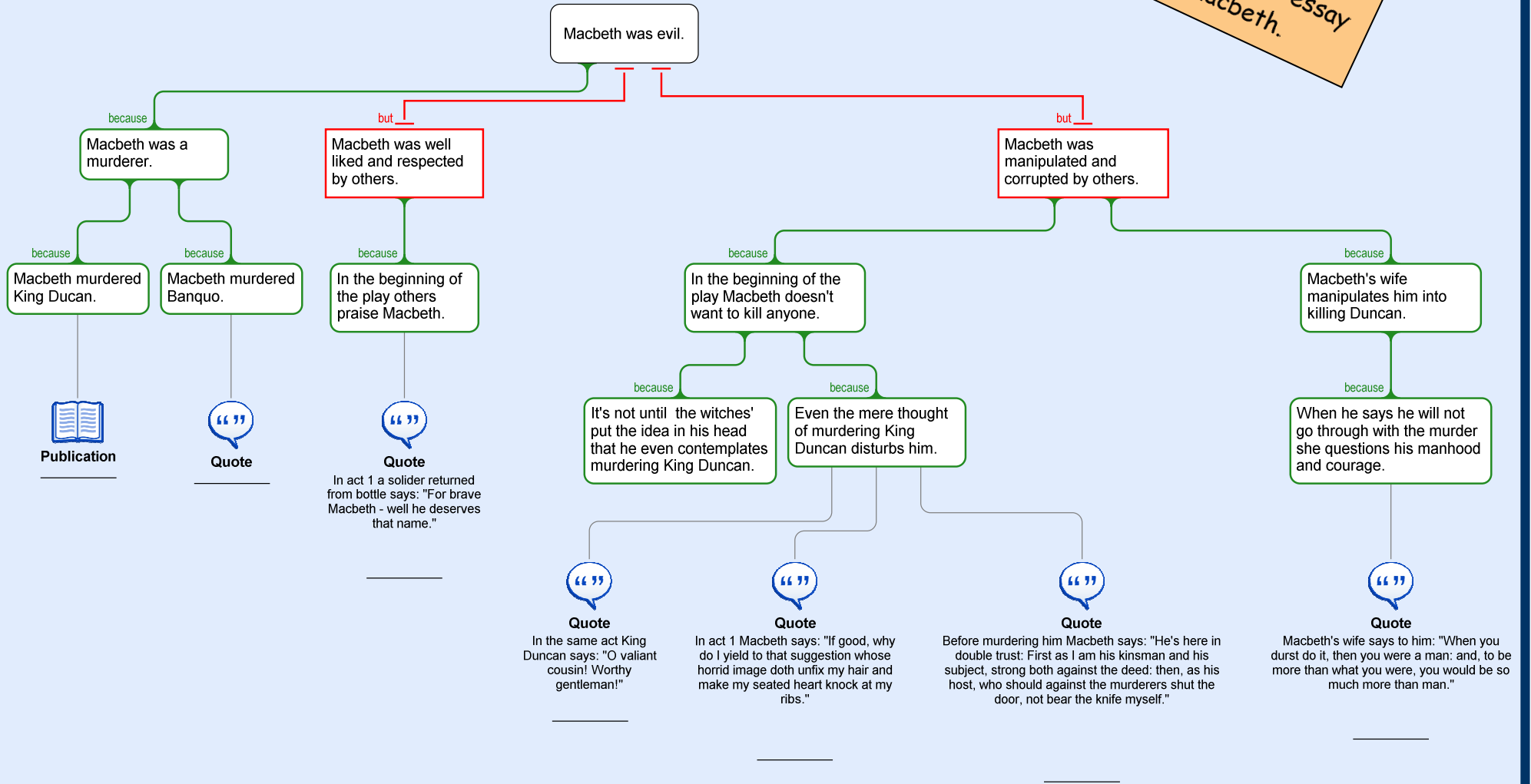
Sometimes its useful to see map examples to appreciate how argument mapping will look in your classroom.

Here are some maps to get you thinking...

Learn about grouping and category formation in Primary Years Programme.



Reasoning map for English essay on Macbeth.



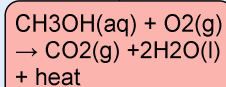
Mapping key
chemical reactions.

Qualitative
description of
reactants and
products in
chemical reactions

Chemical reactions

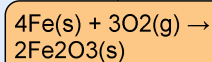
Combustion

Oxygen combines
with another
compound to form
water and carbon
dioxide



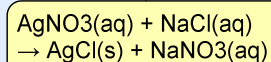
Corrosion

Decay of a metal
that oxidises after
exposure to gases
or liquids



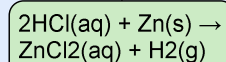
Precipitation

A solid is formed
out of a solution



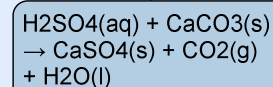
Acids on metals

Acid + metal → a
metal salt + hydrogen



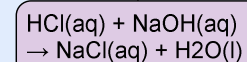
Acids on
carbonates

Acid + carbonate →
a salt + carbon
dioxide + water



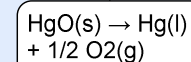
Neutralisation

Acid + base → salt
+ water

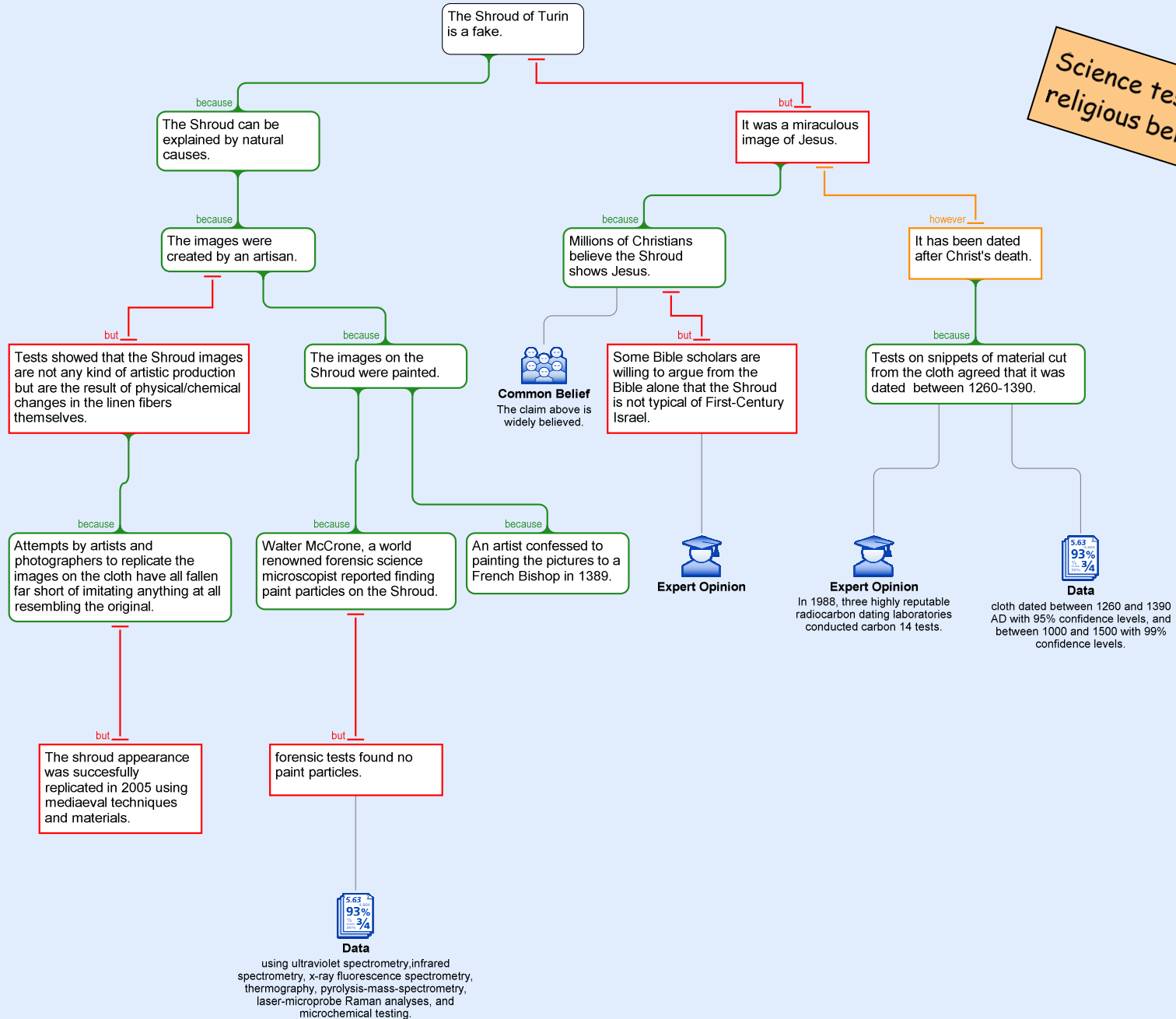


Decomposition

A complex
molecule breaks
down to make
simpler ones

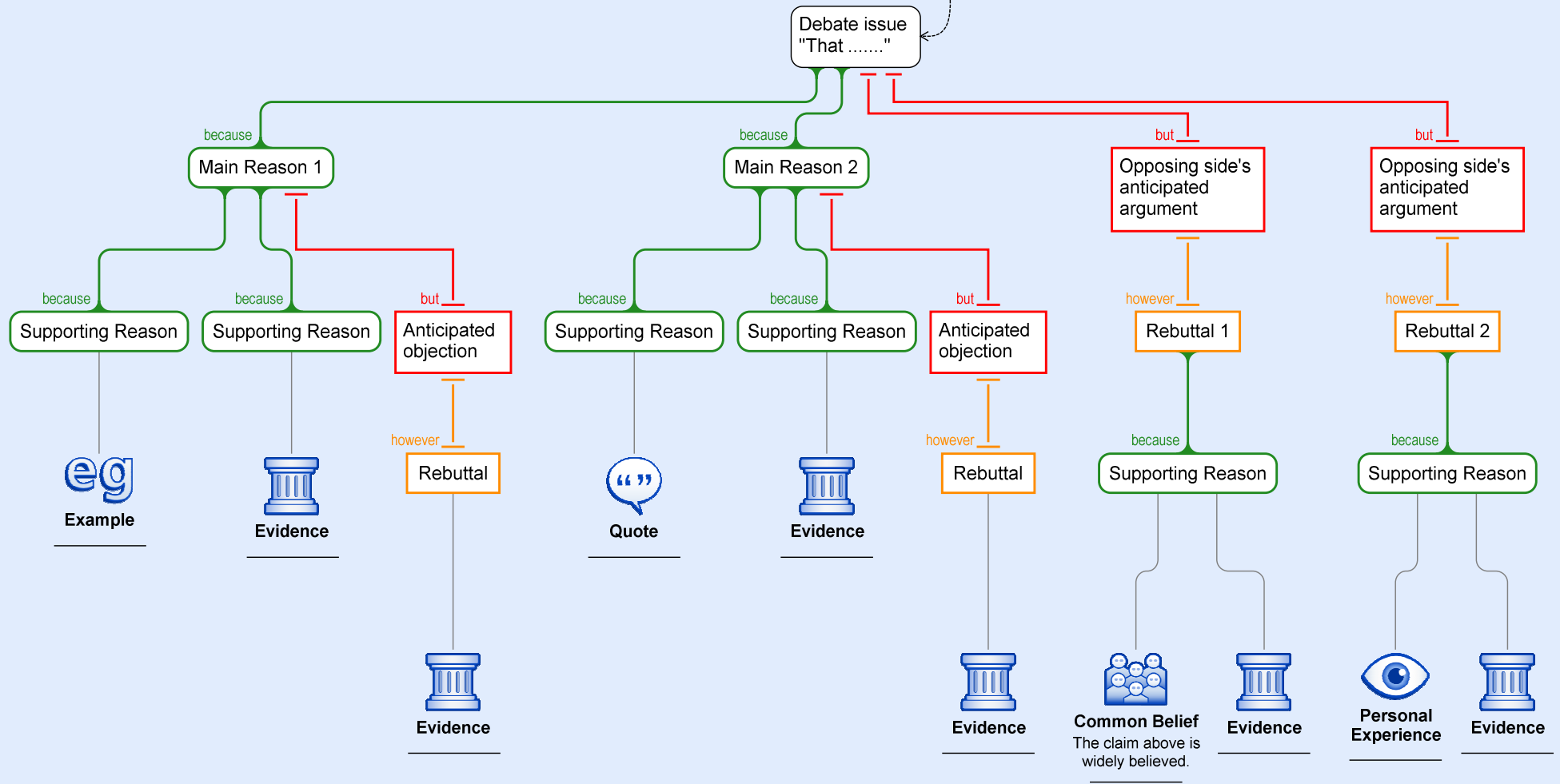


Science tests religious beliefs.



Debating reasoning template.

A section of an Affirmative Team's Case.



Antarctica:
To go or not
to go?

Tourism to Antarctica
should be limited

An analysis map
shows copremises
and assumptions.

Tourism puts
pressure on the
environment. support

Anything that puts
pressure on the
environment
should be limited. support

Visits to
Antarctica
can be
dangerous. support

Access to
dangerous
environments
should be
limited. support

Organisers of
Antarctic
activities are
required to
complete an
environmental
assessment. opposes

New Zealand
sends a
government rep
on all ships to
supervise visits
to Antarctica to
ensure minimum
impact. opposes

Most visitors
to Antarctica
cause very
little impact. oppose

A very low
level of
environmental
impact is
acceptable. oppose

“ ”

Quote
'Poorly managed
visitors can cause
damage to moss
beds, disturb wildlife
and take historic
items or geological
souvenirs'-Antarctica
New Zealand
Information Sheet.
Rebecca Ropere-
Gee, July 2003.

It is difficult
to treat
injured
people in
Antarctica. supports

People
may get
injured on
the
'unfamiliar'
terrine. supports

Flights over
Antarctica
can be
dangerous. supports

A paternalistic
attitude is
inappropriate. opposes

Most visitors
are well
informed
about the
fragile
environment. supports

Antarctica
has no
hospitals. supports

The
atmosphere
is turbulent. supports

eg

Example
We do not stop
people climbing
Mount Everest,
Bungy Jumping
or Sky Diving.

“ ”

Quote
'257 people were killed
on a flight over
Antarctica'. Antarctica New
Zealand Information
Sheet. Rebecca Ropere-
Gee, July 2003.