



**Pechersk School International**

**Assessment and Reporting Handbook, 2008-9**

**Grades 9 and 10 of the Middle Years Programme**



**PSI Assessment and Reporting Handbook, 2008-9  
Years 4-5 (for grades 9 and 10 of the MYP)**

**Contents**

**An introduction to the assessment practices at PSI  
Assessment Advice to Students (*this can also be found in the student agenda*)**

**Arts**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Humanities**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Language A**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Language B**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Mathematics**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Physical Education**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Sciences**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Technology**

**Aims and Objectives**

**Criteria descriptors for grades 9 and 10**

**Personal Project**

**Aims and Objectives**

**Criteria descriptors**

**Acknowledgement**

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(August 2007), Physical Education (August 2007), Sciences (January 2005), Technology (2008), Personal  
Projects (January 2004) \*The Arts latest guide, published in (August 2008 will come into effect from August  
of 2009).

## **Introduction to MYP assessment practices at Pechersk School International.**

It is important to remember that there are no formal externally set or externally marked examinations on the Middle Years Programme. All assessment within the MYP is carried out by our teachers and relies on their professional expertise in making qualitative judgments, as they do on a daily basis in the classroom.

We use a criterion referenced approach to assessment and students work is assessed against defined criteria and not against the work of their classmates.

In the first quarter we give a general indication of the student's progress and from the second quarter onwards **our method of reporting is based on the generic written criteria descriptors found in this handbook. Teachers will provide additional information for assignments and task specific rubrics will guide the major pieces of work.**

### **Assessment in years 4 and 5, or grades 9 to 10**

#### **Formative and summative assessment**

Assessment is an integral part of teaching and learning and through continual reflection the teachers and students are continually identifying areas that could be improved.

- **Formative (on going) assessment** is an integral part of the learning experience and it allows the students to receive feedback soon after the task has been completed.
- **Summative assessment** is the judgment made by the teacher of the standard of achievement reached by each student at the end of each stage of the programme.

#### **Formative and summative assessment should:**

- allow both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills
- measure the application of knowledge, concepts and skills rather than the mere recall of facts
- reflect achievement against the criteria for the subject
- involve student participation and reflection; for example, students should know the assessment criteria for a given task and, on occasion, help devise an assessment grid (rubric) to measure various aspects of their performance
- provide students with an opportunity to analyse their own learning and to recognize what areas need improvement

- be based on agreed standards of performance for a particular year group, with expectations set by teams of classroom teachers and clearly communicated to students and parents
- be informative for students, parents and teachers, and provide direction for future instruction
- provide equal opportunities for all students regardless of gender, culture and special needs.

## **Assessment tasks**

In general, our teachers are free to devise the exact nature of the assessment tasks that they use. Assessment should be based on a variety of types of activity since no one task will cover all of the objectives of an MYP subject. Typical assessment activities **could** include;-

- Written/ Oral Examinations, Unit Tests, Quizzes, Lesson Reviews
- Exhibitions, Projects, Investigations, Directed Research, Journal Writing, Field Work
- Experiments, Demonstrations and Practical Work
- Performances, Presentations and Role Plays
- Essays, Written Papers, Shorter Written Answers
- Structured Debates and Class Discussion
- Group Work and Class Activities
- Homework

The tasks should stem from learning activities and ideally will be learning experiences themselves.

At PSI we encourage students to learn the skills of reflection. For example, in peer evaluation we help the students address, how to provide descriptive feedback and how to differentiate between friendship and giving genuine support to classmates.

## **Using the assessment criteria**

The descriptors for each criterion are hierarchical. When assessing a student's work, our teachers read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor that corresponds to the mark band.

Care is taken to apply criteria to appropriate pieces of work. Where it is not clearly

evident which level descriptor should apply, teachers use their judgment to select the descriptor that best matches the student's work.

If the work is a good example of achievement in a mark band, the teacher gives it the upper level in the band. If the work is a poor example of achievement in that band, the teacher gives it the lower level in the band.

## **General principles**

Only whole numbers are recorded; partial levels, fractions and decimals are not acceptable.

The levels attributed to the descriptors must not be considered as marks or percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Parents and students should not think in terms of a pass/fail boundary for each criterion, or make comparisons with the MYP 1–7 grade scale, but should concentrate on the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students by the end of grade 8. Our Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Conversely, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan.

## Assessment Advice to Students

- 1) The key to being a good student is to be actively involved in your own learning.
- 2) Take control over your own learning by becoming aware of your own style of learning.
- 3) Make sure you understand what is expected of you;
  - a) What do you need to know?
  - b) What do you need to be able to do or what skills are required?
- 4) Set yourself objectives which are within your extended grasp.
- 5) Check your own progress regularly by reflecting on each step in the learning process.
- 6) Stay positive when you face challenges. Getting stuck is an opportunity to further your own learning.
- 7) Learn how to assess yourself and how to give constructive feedback and support to your classmates.
- 8) Be prepared to take intellectual risks through experimentation.
- 9) Always do your best.
- 10) Keep to deadlines.
- 11) Read the teacher's written comments carefully.
- 12) Attendance at school is vital if you are to achieve your full potential.

## **Art, Music and Drama Aims**

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do and what the student may expect to experience or learn. In addition they suggest the ways in which the student may be changed by the learning experience.

Participation in MYP arts should enable students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others explore through the processes of visual and performing arts acquire and develop skills needed for the creation of visual and performing art work use the language, concepts and principles of visual and performing arts communicate their thoughts and ideas through visual and performing arts create visual and performing art work reflect on, appreciate and evaluate their work and the work of others develop receptiveness to visual and performing art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life.

## **Objectives**

### **A Knowledge and Understanding**

At the end of the course students should be able to:

- demonstrate knowledge and understanding of the theoretical basis of the art forms studied demonstrate knowledge and understanding of a variety of styles, developments and ideas which have shaped the arts across time and cultures apply appropriate terminology to show aesthetic and critical awareness.

### **B Application**

At the end of the course students should be able to:

- plan and organize effectively to define and set goals, solve problems, negotiate and make decisions experiment and explore through both spontaneous and structured activities use art confidently as a form of expression and communication while demonstrating a range of technical skills
- demonstrate an ability to find original and inventive solutions apply skills specific to the art forms studied to elaborate an idea, a theme or a composition to a point of realization present work through formal or informal performance and exhibition.

## **C Evaluation and Reflection**

At the end of the course students should be able to:

- reflect upon and evaluate their work in order to set goals for future development use group discussion and feedback to support and promote creative development assess and appraise their work and that of others.

## **D Artistic Awareness and Personal Engagement**

At the end of the course students should be able to:

- show sensitivity to their own and different cultures
- accept and incorporate views and feedback from others to further develop their artistic potential show self-motivation in setting and meeting deadlines
- show initiative, creativity and a willingness to take risks support and
- encourage their peers towards a positive working environment.

## Criterion A: Knowledge and Understanding

### Maximum 8

Students are expected to have a knowledge and understanding of the art form(s) studied.

This criterion includes:

- knowing and understanding the theoretical basis of the art form(s) studied
- developing an understanding of themes and issues studied through the arts
- using subject-specific terminology to show aesthetic and critical awareness when discussing their work or the work of others
- understanding how historical developments and cultural perspectives have shaped the arts
- understanding how theorists, practitioners and artists have contributed to the arts.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below
1-2	The student has acquired limited theoretical knowledge and little understanding of the topic under consideration
3-4	The student shows a basic acquisition of theoretical knowledge and understanding of the topic under consideration. The student uses some subject-specific terminology to show a critical awareness.
5-6	The student shows a broad understanding of the topic under consideration, and applies theoretical knowledge and subject-specific terminology to identify some of the complexities of the materials studied.
7-8	The student shows a thorough understanding of the topic under consideration. The student confidently applies theoretical knowledge and subject-specific terminology to identify clearly the complexities of the materials studied.

Assessment tasks for this criterion could be oral presentations or written pieces of work including examinations or entries in the developmental workbook.

## Criterion B: Application

### Maximum 10

Students are expected to apply knowledge, understanding, skills and strategies to develop and elaborate ideas, themes or compositions.

This criterion includes:

- planning and organizing effectively to define and set goals, negotiate and make decisions
- experimenting through both spontaneous and structured activities choosing appropriate forms for the expression of ideas, thoughts and feelings in a creative manner
- demonstrating a range of techniques and skills finding original and inventive solutions
- developing and elaborating ideas, themes and compositions to a point of realization
- presenting work through formal or informal exhibitions and performances.

Achievement of Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given
1-2	The student demonstrates limited abilities to use skills and strategies. The work is of poor quality.
3-4	The student demonstrates success with basic skills and strategies. The work reaches a point of realization and shows some proficiency in technique(s).
5-6	The student applies skills and strategies needed to produce creative work showing reasonable proficiency in technique(s).
7-8	The student shows competence in applying skills and strategies needed for the realization of work, which shows creativity and proficiency in technique(s).
9-10	The student is highly competent in choosing and applying a range of skills and strategies for the realization of work. The student's processes and resolved artwork reflect a high level of proficiency and creativity.

Assessment tasks for this criterion are likely to focus on finished artwork, the developmental workbook and classroom observation.

## Criterion C: Reflection and Evaluation

### Maximum 8

Students are expected to reflect on the themes and issues encountered during the course, and to evaluate creative development and processes.

This criterion includes:

- using a developmental workbook throughout the creative cycle reflecting upon, evaluating, assessing and appraising work to support and promote creative development
- using feedback and discussion on artwork to support creative development.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below
1-2	The student's use of feedback and reflections upon themes and processes is minimal. The student completes a rudimentary evaluation of his/her level of skill.
3-4	The student finds it difficult to take feedback into account when working. The student provides an evaluation of his/her development as well as evaluating the themes and issues. Some aspects of the evaluation may be unrealistic or incomplete
5-6	The student reflects on themes and issues and takes feedback into account when working. The student provides an evaluation of his/her development and the process of working. The evaluation includes an appraisal of the quality of produced work and an identification of areas of improvement.
7-8	The student gives a considered response to feedback and provides a thorough reflection and evaluation of his/her development and of the process of working. This evaluation includes an accurate analysis of the quality of produced work and details of improvements which could be made.

1. Assessment tasks could be oral presentations or written passages in the developmental workbook.
2. Assessment tasks should focus on the individual's ability to reflect and evaluate.

## Criterion D: Artistic Awareness and Personal Engagement

### Maximum 8

Students are expected to develop an aesthetic, cultural and critical awareness, and to engage with arts.

This criterion includes:

- showing sensitivity to one's own and different cultures
- inviting and accepting views from others
- showing self-motivation, initiative and a willingness to take artistic risks
- supporting and encouraging peers towards a positive working environment.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student participates to some extent in activity associated with the task yet shows little interest and personal engagement in the work.
3-4	The student participates in activity associated with the task and shows some self-discipline and motivation in the work.
5-6	The student is fully engaged in the work, and shows a willingness to develop further his or her potential.
7-8	The student demonstrates a high level of interest and personal engagement in the work, and shows initiative, enthusiasm and commitment.

The levels of achievement reflect a holistic judgment of the degree to which the above qualities are evident in the processes of art, the final realization of the specific project at hand and any reflective work produced.

# Humanities Aims and Objectives

## Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of humanities are to encourage and enable the student to develop:

- an inquiring mind
- the skills necessary for the effective study of humanities
- a sense of time and place
- a respect for and understanding of others' perspectives, values and attitudes
- awareness and understanding of people, cultures and events in a variety of places at different times
- an understanding of the interactions and interdependence of individuals, societies, and their environments
- an understanding of the causes and consequences of change through physical and human actions and processes
- an understanding of contemporary humanities issues
- a sense of internationalism and a desire to be proactive as a responsible global citizen
- an awareness of the connections with other subjects
- a lifelong interest in and enjoyment of humanities.

## Objectives

The objectives of any MYP subject and of the personal project state the specific targets set for learning in the subject. They define what the learner will be able to do, or do better, as a result of studying the subject.

The objectives of humanities listed below relate directly to the assessment criteria, A–D (see “Humanities assessment criteria”).

## A Knowledge

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.

At the end of the course, the student should be able to:

- know and use humanities terminology in context
- demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing.

## **B Concepts**

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

### **Time**

Students should understand the concept of “time” not simply as the measurement of years or time periods, but as a continuum of significant events of the past. Students can achieve this through the study of people, issues, events, systems, cultures, societies and environments through time.

At the end of the course, the student should be able to:

- establish a personal sense of identity in a context of time and place
- understand different perceptions of time
- show an understanding of people in past societies
- demonstrate an awareness of chronology that links people, places and events through time
- recognize and explain the similarities and differences that exist between people, places and events through time.

### **Place and space**

The concept of “place and space” refers to a student’s awareness of how place/space is categorized, and the significance of place/space in humanities disciplines.

At the end of the course, the student should be able to:

- recognize, describe and explain patterns and relationships in space, including natural and human environments
- recognize and explain similarities and differences between places
- understand constraints and opportunities afforded by location
- understand issues related to place/space on a local, national and global scale.

### **Change**

Change necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people’s perceptions. The concept of “change” addresses both the processes and results of change—natural and artificial, intentional and unintentional.

At the end of the course, the student should be able to:

- understand and explain short-term and long-term causes of change

- establish and explain links between causes, processes and consequences
- recognize and explain continuity and change
- recognize that change is inevitable and that the rate of change is relevant to the context
- understand that as people interact with their environment, both change
- understand and explain how environmental, political, economic and social interactions can change levels of sustainability.

## **Systems**

The concept of “systems” refers to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains.

At the end of the course, the student should be able to understand, identify and compare:

- how systems, models and institutions operate
- social structures and controls
- the complex and dynamic nature of systems
- different types of equilibrium within systems
- systems in local, national and global societies
- rights and responsibilities within systems
- cooperation within and between systems.

## **Global awareness**

The concept of “global awareness” engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one’s own culture in order to understand others’ cultures.

At the end of the course, the student should be able to:

- explain different perceptions of places, societies and environments
- show an understanding of how culture and perception can affect a sense of internationalism
- show an understanding of the interdependence of societies
- demonstrate international and intercultural awareness and understanding
- explore issues facing the international community
- recognize issues of equality, justice and responsibility
- know when and how to take responsible action where relevant.

## **C Skills**

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

## **Technical skills**

At the end of the course, the student should be able to:

- observe, select and record relevant information from a wide range of sources
- use a variety of media and technologies to research, select, interpret and communicate data
- use sources such as maps, graphs, tables, atlases, photographs and statistics, in a critical manner
- represent information using maps, models and diagrams, including use of scale, graphs and tables.

## **Analytical skills**

At the end of the course, the student should be able to:

- analyse and interpret information from a wide range of sources
- identify key questions, problems and issues
- critically evaluate the values and limitations of sources
- compare and contrast events, issues, ideas, models and arguments in a range of contexts.

## **Decision-making skills**

At the end of the course, the student should be able to:

- develop appropriate strategies to address issues
- formulate clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications
- make well-substantiated decisions and relate them to real-world contexts.

## **Investigative skills**

At the end of the course, the student should be able to:

- test hypotheses and/or ideas and modify them where necessary
- plan, carry out and present individual and group investigations
- engage in fieldwork in order to complement an investigation.

## **D Organization and presentation**

Students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that their presentation is creating a new perspective on humanities.

At the end of the course, the student should be able to:

- communicate information that is relevant to the topic

- organize information in a logically sequenced manner, appropriate to the format used
- present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation
- use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

### **Humanities assessment criteria**

Criterion A	Knowledge	Maximum 10
Criterion B	Concepts	Maximum 10
Criterion C	Skills	Maximum 10
Criterion D	Organization and presentation	Maximum 8

## Criterion A: Knowledge

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills. Knowledge and understanding can be assessed through a wide variety of tasks that involve factual recall or description, and explanation. Tasks may include tests, examinations, written assignments, oral interviews and presentations, extended writing, projects and exhibits.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The use of terminology is inconsistent or incorrect. Facts and examples are either absent, or those used are irrelevant or do not show understanding. The student provides descriptions that are inaccurate or that have insufficient detail; explanations are absent or superficial
3-4	The use of terminology is mostly accurate and usually appropriate, though some errors remain. Facts and examples used are mostly relevant, and usually show understanding. The student provides basic descriptions that may need more detail; explanations are usually adequate but sometimes superficial.
5-6	Terminology is used accurately and appropriately. Relevant facts and examples are used to show understanding. The student provides accurate descriptions; explanations are adequate but not well developed.
7-8	A range of terminology is used accurately and appropriately. A range of relevant facts and examples are used to show understanding. The student provides accurate and detailed descriptions; explanations are developed.
9-10	The student shows an excellent command of a wide range of terminology, and uses it appropriately. An extensive range of relevant facts and examples are used to show understanding. Descriptions are accurate and detailed and explanations are fully developed.

## Criterion B: Concepts

### Maximum 10

Concepts are powerful ideas that have relevance within and across the Middle Years Programme, and students must explore and re-explore these in order to develop understanding. Learners develop their understanding of a concept to increasing levels of sophistication by applying acquired knowledge and skills.

Assessment tasks should allow students to demonstrate and apply the full extent of their understanding of the concepts specified within, or across, disciplines. It is not intended that any one piece of work will assess all of the humanities concepts (time, place and space, change, systems and global awareness). Suggested tasks for assessment include extended writing, oral presentations, research projects, case studies, essays and tests, and must give students the opportunity to demonstrate the requirements of the highest level descriptor.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	Application of concepts is inappropriate. The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter.
3–4	Application of concepts is not always appropriate. The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.
5–6	Application of concepts is appropriate but superficial. The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.
7–8	Application of concepts is appropriate and shows some depth. The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.
9–10	Application of concepts is appropriate and sophisticated. The student demonstrates conceptual awareness and understanding by explaining in detail connections to the subject matter. The student applies concepts effectively to other situations.

## Criterion C: Skills

### Maximum 10

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate an understanding of knowledge and concepts. Developments in the student's technical, analytical, decision-making and investigative skills will be invaluable in transferring these skills to other subject groups in the MYP, and for lifelong learning.

Assessment tasks may give the student the opportunity to demonstrate one or more of the skills described in the objectives. Tasks for assessment may include fieldwork, data analysis, map analysis, evaluation of sources and/or evidence, a research paper or similar piece of extended writing, case studies, and oral presentations/interviews. Note: **Certain elements within each descriptor apply to specific skills. Teachers should use only the relevant elements of the descriptors when assessing different skills.**

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student can select and use some relevant information. The student displays minimal analytical skills. The student's arguments, decisions or judgments are not always relevant, or may be absent. The student attempts to carry out investigations, demonstrating few skills.
3–4	The student selects and uses mostly relevant information. The student's work lacks the required depth in analysis. The student makes some relevant arguments, decisions or judgments though these are unsupported. The student demonstrates basic investigative skills.
5–6	The student selects and uses relevant information. Work shows satisfactory evidence of analysis. Arguments, decisions and judgments are supported and balanced but superficial. The student demonstrates adequate investigative skills.
7–8	The student selects and uses a range of relevant information. Work shows a good level of critical analysis. Arguments, decisions and judgments are well supported and balanced. The student demonstrates effective investigative skills.
9–10	The student selects and uses a wide range of relevant information. Work shows a high level of critical analysis. Arguments, decisions and judgments are fully supported and well balanced. The student demonstrates sophisticated investigative skills.

## **Criterion D: Organization and presentation**

### **Maximum 8**

Students need to develop the ability to organize and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills.

Criterion D is more suited to assessing extended pieces of work, for example, fieldwork, research projects or essays. Teachers should use only the relevant elements of the descriptors when assessing organization and presentation.

Schools must ensure that there is a set of recognized conventions for students to adhere to when documenting sources.

## Criterion D : Organisation and presentation

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation.
3–4	The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.
5–6	The student communicates information that is relevant. The student uses a structure appropriate to the task and sequences the content logically. Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions.
7–8	The student communicates information that is always relevant. The student organizes information into a well-developed and logical sequence, appropriate to the format required. Presentation and expression are clear, concise and effective, and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention.

# English/ Language A,

## Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of language A are to encourage and enable the student to:

- use the language as a vehicle for thought, creativity, reflection, learning and self-expression use language as a tool for personal growth, social interaction and for developing relationships within the international community comprehend more clearly aspects of their own culture and those of other cultures
- by exploring the interdependence of human beings through a variety of works explore the many facets of the language through the use of media and information technology
- develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in language and literature
- develop a critical and creative approach to studying and analyzing literature
- develop language skills through interdisciplinary work
- consider the role of literature both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathize with real people and fictional characters as and when appropriate.

## Objectives

The objectives of language A deal with both language and literature. The various language skills—speaking, listening, reading, writing and viewing—are all covered by these objectives.

At the end of the course students should be able to:

- understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing demonstrate a critical awareness of a range of written and visual texts
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- compare texts and connect themes to show similarities or differences across genres
- express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently

- understand connotations within a language in order to interpret the author's or speaker's intentions
- express ideas with clarity and coherence in both oral and written communication structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- distinguish the main ideas in a text from the secondary ideas use and understand an appropriate and varied range of vocabulary and idiom
- use correct grammar with appropriate and varied sentence structure
- show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.

## Criterion A: Content

### Maximum 10

This criterion refers to the student's ability to demonstrate: an awareness of the function of language A through critical and creative writing; an understanding of the works studied; and an effective response to literature.

Note: Certain elements within each descriptor apply to specific types of writing. Teachers should use only the relevant elements of the descriptors when assessing different types of work.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student demonstrates very limited understanding of the topic or theme. The work lacks detail, development and support. Creative pieces do not reflect imagination and sensitivity. The student's response to literature demonstrates little or no awareness of the author's intention or techniques.
3-4	The student demonstrates a limited understanding of the relevant aspects of the topic or theme. The work displays insufficient detail, development and support. Creative pieces reflect limited imagination and sensitivity. The student's response to literature sometimes demonstrates an awareness of the author's intention and techniques.
5-6	The student demonstrates a sufficient understanding of the relevant aspects of the topic or theme. The work displays adequate detail, development and support. Creative pieces reflect a degree of imagination and sensitivity. The student's response to literature demonstrates an awareness of the author's intention and techniques.
7-8	The student demonstrates a good understanding of the relevant aspects of the topic or theme. The work displays substantial detail, development and support. Creative pieces reflect substantial imagination and sensitivity. The student's response to literature demonstrates a good appreciation of the author's intention and techniques.
9-10	The student demonstrates a perceptive understanding of the relevant aspects of the topic or theme. The work consistently displays illustrative detail, development and support. Creative pieces reflect a high degree of imagination and sensitivity. The student's response to literature demonstrates a sophisticated analysis of

the author's intention and techniques.

## Criterion B: Organization

### Maximum 10

This criterion covers the student's ability to:

express ideas with clarity and coherence; structure arguments in a sustained and logical fashion; and support these arguments with relevant examples.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student's work is generally disorganized and confused, and arguments are not presented in a logical manner. Paragraph structure and transitions are very weak. When such devices are required, no attention is paid to critical apparatus
3-4	The student's work shows the beginnings of organization, but lacks significant logical order. Paragraphs and transitions are weak. When such devices are required, little attention is paid to critical apparatus.
5-6	The student's work is basically organized, clear and coherent, and arguments are presented in a logical manner. Paragraph structure and transitions are apparent. When such devices are required, some attention is paid to critical apparatus.
7-8	The student's work is usually well organized, clear and coherent, and arguments are presented in a thoughtful, logical manner. Paragraph structure and transitions help to develop the ideas. When such devices are required, sufficient attention is paid to critical apparatus.
9-10	The student's work is consistently well organized, clear and coherent, and arguments are presented in a perceptive and persuasive manner. Paragraph structure and transitions effectively develop and substantiate the ideas being expressed. When such devices are required, critical conventions and apparatus are used in a sophisticated manner.

## Criterion C: Style and Language Usage

### Maximum 10

This criterion refers to the student's ability to use language for a variety of purposes, including description, analysis and persuasion. Appropriate register and language should be chosen, according to intention and audience.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student's use of feedback and reflections upon themes and processes is minimal. The student completes a rudimentary evaluation of his/her level of skill.
3-4	The student's use of vocabulary is sometimes inappropriate and somewhat varied. Regular errors in spelling, pronunciation, punctuation and syntax hinder communication. The student attempts to use a register suitable to intention and audience.
5-6	The student's use of vocabulary is usually appropriate and generally varied. Some errors in spelling, pronunciation, punctuation and syntax sometimes hinder communication. The student often uses a register suitable to intention and audience.
7-8	The student's use of vocabulary is appropriate and varied. Occasional errors in spelling, pronunciation, punctuation and syntax rarely hinder communication. The student consistently uses a register suitable to intention and audience.
9-10	The student's use of vocabulary is always appropriate and greatly varied with very infrequent errors in spelling, pronunciation, punctuation and syntax. The student has mastered the use of a register suitable to intention and audience.

Register: this refers to a mixture of appropriate tone, vocabulary, grammar and sentence structure.

Pronunciation: clarity must be considered here, not issues of accent.

# **Language B in the MYP**

## **Aims and objectives**

### **Aims**

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest the ways in which the student may be changed by the learning experience.

The aims of the study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning.

## **Objectives**

At the end of the course students should be able to:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.

## **Development of language to meet MYP objectives**

In order to meet the MYP language B objectives at each of the certification levels, teachers will need to concentrate on each of the four macro-skills of language: speaking, listening, reading and writing. Teachers should endeavour to link the tasks listed below to the areas of interaction, or to international or cultural issues where appropriate.

### **Speaking**

Formative and summative speaking tasks should include formal and informal exchanges such as role-plays, discussions, debates, pair work, interviews and presentations (both with and without question and answer sessions in the target language).

The above tasks should allow students to practise and demonstrate genuine, spontaneous interaction, which is required in final assessment tasks.

### **Listening**

Listening comprehension is no longer assessed separately. As listening comprehension is a natural part of oral interaction, it is assessed as part of criterion A at all certification levels.

Formative work in pure listening comprehension (no oral interaction) is encouraged as a vital component in developing students' language skills, especially at foundation level when students are becoming accustomed to the sounds of the language.

Formative and summative listening tasks may include listening to radio reports, speeches, or any other recorded information, and responding in a variety of ways. Viewing may be included as part of the listening task where students watch and respond to a televised news bulletin, weather report, etc or a movie in the target language.

## **Reading**

Formative and summative tasks for reading should include a variety of texts, chosen by the teacher as appropriate for the students' level, for example, textbook passages, magazine and newspaper articles, short stories and novels (including abridged/modified versions). Teachers should aim for a range of factual and literary texts. Teachers should also aim to set comprehension questions in the language B as soon as possible during the course. Viewing may also be included as part of reading tasks where students are shown illustrations or photographic information that complement the text, or vice versa.

Students are required to demonstrate specific reading comprehension skills in final assessment tasks, for example, identifying information, dealing with unfamiliar language, drawing conclusions, identifying opinions, attitudes, writing styles, etc. These skills should be practised in all years of the MYP. Students should also be encouraged to answer reading comprehension questions in the target language, where appropriate.

## **Writing**

Formative and summative tasks for writing may include letter writing, advertisements, essays, creative writing, presentations, etc.

Students are required to demonstrate specific writing skills in final assessment tasks. These skills should be practised in all years of the MYP. Students should be encouraged to practise writing both at length and in a concise manner.

## **Assessment**

### **Language B foundation: assessment criteria**

#### **Criterion A: speaking and listening—message and interaction**

##### **Maximum 8**

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the students

- request and/or provide information as appropriate to the task
- understand and respond to questions and statements
- present their ideas, giving details where appropriate
- demonstrate the ability to maintain a coherent and flowing conversation?

## **Criterion A : Speaking and listening, message and interaction**

Tasks used to assess criteria A and B often include role-plays, discussions, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

<b>Achievement level</b>	<b>Descriptor</b>
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information some of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student's responses show difficulty in understanding most of the questions or comments even when rephrased; responses are often inappropriate.</p> <p>The student's ideas are not always relevant; little or no detail is given. Frequent prompting and/or rephrasing and/or hesitation consistently affect the flow of ideas.</p>
3–4	<p>The student communicates information most of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student's responses show difficulty in understanding some of the questions or comments; some of the responses are inappropriate.</p> <p>The student's ideas are relevant though they contain limited detail. Prompting and/or rephrasing and/or hesitation sometimes affect the flow of ideas.</p>
5–6	<p>The student communicates information most of the time, on a variety of aspects within common/everyday topics.</p> <p>The student's responses show understanding of most questions/comments and are usually appropriate.</p> <p>The student's ideas are relevant and contain some detail where appropriate.</p> <p>The student needs some prompting and/or rephrasing, but this does not affect the flow of ideas.</p>
7–8	<p>The student consistently communicates information, on a variety of aspects within common/everyday topics.</p> <p>The student's responses show understanding of most questions/comments and are almost always appropriate.</p> <p>The student's ideas are relevant and detailed where appropriate.</p> <p>The student rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas. Any pauses are natural.</p>

Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives.

Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.

## **Criterion B: speaking—language**

### **Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

Tasks used to assess criteria A and B often include role-plays, discussions, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

## Criterion B : Speaking-Language

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's pronunciation and intonation have many errors and make understanding difficult throughout the exchange. The student uses a limited vocabulary, and has difficulty in finding words. The student makes frequent errors when using basic grammatical structures.
3–4	The student's pronunciation and intonation have some errors, some of which make understanding difficult. The student uses a basic range of vocabulary, though there is some inappropriate word choice. The student uses basic grammatical structures, though with some errors.
5–6	The student's pronunciation and intonation have some errors, though these don't interfere with comprehensibility. The student makes good use of a basic range of vocabulary. The student uses basic grammatical structures, generally accurately. There are some attempts at more-complex structures.
7–8	The student's pronunciation and intonation are clear and make communication easy. The student makes excellent use of a basic range of vocabulary. The student uses basic and more-complex grammatical structures, generally accurately.

Pronunciation/intonation: clarity must be considered here, rather than issues of accent.

## Criterion C: writing—message and organization

### Maximum 8

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, etc. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information some of the time, on a limited variety of aspects within common/everyday topics. The student's ideas are basic and/or repetitive; they are not always relevant and little or no detail is given. There is little or no formal structure, making the information/ideas difficult to follow.
3–4	The student communicates information most of the time, on a limited variety of aspects within common/everyday topics. The student's ideas are usually relevant, though they contain limited detail and/or support. The presentation shows a good attempt at structure, though there are some lapses. The student uses few cohesive devices.
5–6	The student communicates information most of the time, on a variety of aspects within common/everyday topics. The student's ideas are relevant and contain some detail and/or

	<p>support where appropriate.</p> <p>The presentation follows a logical structure. The student uses a basic range of cohesive devices.</p>
7–8	<p>The student always communicates information, on a variety of aspects within common/everyday topics.</p> <p>The student's ideas are relevant and detailed and/or supported where appropriate.</p> <p>The presentation follows a logical structure. The student uses cohesive devices that add clarity to the message.</p>

Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.

Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.

Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.

## **Criterion D: writing—language**

### **Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately? To what extent can the student:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses a limited range of vocabulary and grammatical structures; there are frequent errors that interfere with communication. Spelling/writing often impede communication.
3–4	The student uses a basic range of vocabulary and grammatical structures; there are some errors that interfere with communication. There are some errors in spelling/writing that sometimes interfere with communication.
5–6	The student makes good use of a basic range of vocabulary and grammatical structures. Vocabulary and grammar are generally accurate. There are some attempts at more-complex structures. There are some errors in spelling/writing, but these do not interfere with communication.
7–8	The student makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more-complex structures. Vocabulary and grammar are accurate. There may be occasional errors in spelling/writing, but these do not interfere with communication.

## Criterion E: reading comprehension

**Maximum 16**

**(8 x 2)**

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify specific factual information

- identify main ideas and supporting details
- draw conclusions?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, prose, etc. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student identifies basic facts in texts with familiar language. The student shows a limited understanding of the text(s) overall.
3–4	The student identifies basic and more-complex facts in texts with familiar language, and identifies the main idea. The student shows an understanding of some parts of the text(s).
5–6	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language, and identifies the main idea and supporting details. The student shows an understanding of most parts of the text(s).
7–8	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language, identifies the main idea and supporting details, and draws conclusions. The student shows good understanding of the text(s) overall.

Please note that the final level for criterion E should be multiplied by two in order to give equal weighting to comprehension and expressive skills overall.

Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions must pertain to the descriptors.

If students respond in the target language, they should not be penalized for language errors.

## **Assessment**

### **Language B standard: assessment criteria**

#### **Criterion A: oral communication—message and interaction**

##### **Maximum 8**

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

Tasks used to assess criteria A and B often include role-plays, discussions, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

## Criterion A : Oral Communication-message and interaction

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's communication of information is incoherent; ideas are generally irrelevant and/or repetitive; opinions are unsupported. The student has difficulty in responding, even in familiar situations. The student often needs prompting to encourage a response; conversation/dialogue does not flow.
3–4	The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive; some opinions are supported. The student shows understanding through responding correctly in familiar situations. The student needs occasional prompting to encourage a response, and this contributes to some lapses in the flow of conversation.
5–6	The student communicates information clearly, though there is some difficulty with more-complex ideas. The student's ideas are relevant but not always developed; opinions are usually justified. The student shows understanding through responding correctly in familiar and some spontaneous situations. The student can maintain the flow of conversation, and may show some active and/or spontaneous engagement. The student needs occasional prompting but this does not disturb the flow of conversation.
7–8	The student communicates information clearly and effectively; both simple and complex ideas are relevant and developed; opinions are justified. The student shows understanding through responding correctly in familiar and spontaneous situations. The student contributes to the coherent flow of conversation; and is actively and spontaneously engaged. Any prompting is natural and does not disturb the flow.

Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives. Teachers should bear in mind the

different cultural norms and acceptable practices of the target language when engaged in conversation. Spontaneous engagement in the conversation needs to be appropriate to the conversation and to the cultural context.

## **Criterion B: oral communication—language**

### **Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

Tasks used to assess criteria A and B often include role-plays, discussions, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student’s pronunciation and/or intonation are inaccurate and consistently interfere with comprehensibility. The student’s range of vocabulary and structures is limited and/or is used inappropriately or incorrectly. Errors interfere frequently.
3–4	The student’s pronunciation and/or intonation have mistakes that sometimes interfere with comprehensibility. The student uses a basic range of vocabulary and structures, with occasional mistakes. Errors sometimes interfere.
5–6	The student’s pronunciation and/or intonation have occasional mistakes but these rarely interfere with comprehensibility. The student uses a range of vocabulary and structures appropriately; and attempts to use idiom and register appropriate to the context. Errors rarely interfere.
7–8	The student’s pronunciation and/or intonation have occasional

mistakes, but these do not interfere with comprehensibility.  
The student uses a wide range of vocabulary and varied structures appropriately, including idiom and register appropriate to context. Errors do not interfere.

Pronunciation/intonation: clarity must be considered here, rather than issues of accent.

Register: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

## **Criterion C: writing—message and organization**

### **Maximum 8**

To what extent does the student show the ability to communicate, organize and support relevant ideas? To what extent can the student:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, etc. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's communication of information is incoherent; ideas are generally irrelevant and/or repetitive; opinions are unsupported. The lack of structure contributes to the poor clarity of the message.
3–4	The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive; opinions are often unsupported. The student makes an attempt at structuring the work, and uses some basic cohesive devices.
5–6	The student communicates information clearly, though there is some difficulty with more-complex ideas. The student's ideas are relevant but not always supported; opinions are sometimes justified. The student structures the work appropriately, which adds to the clarity of the message; there is an appropriate use of cohesive devices.
7–8	The student communicates information clearly and effectively; both simple and complex ideas are relevant and supported; opinions are justified. The student structures the work clearly and effectively, which adds to the clarity and coherence of the message; there is effective use of cohesive devices.
<p>Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.</p> <p>Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.</p> <p>Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.</p>	

## **Criterion D: writing—language**

### **Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

## Criterion D: Writing-Language

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses a limited range of vocabulary and structures; these may be used inappropriately or incorrectly. Errors interfere frequently. Spelling/writing are inaccurate and interfere with communication. The writing does not reflect a sense of audience.
3–4	The student uses a basic range of vocabulary and structures, with occasional mistakes. Errors sometimes interfere. There are occasional mistakes in spelling/writing that sometimes interfere with communication. There is an attempt to use appropriate register, which shows some evidence of a sense of audience.
5–6	The student uses a range of vocabulary and structures appropriately; and attempts to use idiom appropriate to the context. Errors rarely interfere. There are occasional mistakes in spelling/writing but these do not interfere with communication. The student shows a sense of audience, though there may be some lapses in using the appropriate register.
7–8	The student uses a wide range of vocabulary and varied structures appropriately, and uses idiom appropriate to the context. Errors do not interfere. The student shows a good command of spelling/writing. The student shows a clear sense of audience by consistently using an appropriate register.

The importance attached to the assessment of spelling and/or writing will vary from language to language.

“Sense of audience” is linked to “register”: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

## Criterion E: reading comprehension

**Maximum 16**

**(8 x 2)**

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions and recognize implied opinions and attitudes
- identify aspects of format and style?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, prose, etc. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student identifies basic information stated in texts with familiar language. The student shows a limited understanding of the text(s) overall.
3–4	The student identifies stated information, main ideas and some supporting details in texts with familiar language. The student shows an understanding of some parts of the text(s).
5–6	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student draws conclusions. The student shows an understanding of most parts of the text(s).

7–8

The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas.

The student draws conclusions and recognizes opinions and attitudes implied within the text. The student identifies some aspects of format and style where appropriate.

The student shows a good understanding of the text(s) overall.

Please note that the final level for criterion E should be multiplied by two in order to give equal weighting to comprehension and expressive skills overall.

Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions must pertain to the descriptors.

Although multiple-choice questions may be appropriate in addressing the lower levels of criterion E, they are not recommended for addressing the higher levels: open-ended questions are more effective in allowing students to demonstrate all the skills listed in the higher levels.

When students respond in the target language, they should not be penalized for language errors.

## **Assessment**

### **Language B advanced: assessment criteria**

#### **Criterion A: oral communication—message and interaction**

##### **Maximum 8**

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react in a sophisticated manner to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?
- Tasks used to assess criteria A and B often include discussions, debates, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

## Criterion A : oral communication – message and interaction

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; ideas and opinions have little or no relevant support.</p> <p>The student shows little or no understanding of the topic through their responses and reactions.</p> <p>The student needs prompting to engage in conversation.</p> <p>There are lapses in coherence of ideas and these interfere with the flow of the message and interaction.</p>
3–4	<p>The student communicates basic information easily but has difficulty with more-complex information; ideas are not always relevant; ideas and opinions are insufficiently supported.</p> <p>The student shows some understanding of the topic through their responses and reactions, though some of the discussion remains superficial.</p> <p>The student engages in conversation, but needs prompting at times.</p> <p>There are some lapses in coherence of ideas but these do not interfere with the flow of the message and interaction.</p>
5–6	<p>The student communicates most information with ease, though there may be some difficulty with more-complex information; ideas and opinions are relevant and generally supported.</p> <p>The student shows a good understanding of the topic through their responses and reactions.</p> <p>The student actively engages in conversation.</p> <p>The message and interaction generally flow coherently.</p>
7–8	<p>The student communicates basic and complex information with ease; ideas and opinions are relevant, focused and supported by examples and illustrations.</p> <p>The student shows a complete and sophisticated understanding of the topic through their responses and reactions.</p>

The student is actively engaged and contributes much to the conversation.

The student's coherent structuring of ideas enables the flow of the message and interaction.

Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives.

Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.

Spontaneous engagement in the conversation needs to be appropriate to the conversation and to the cultural context.

## **Criterion B: oral communication—style and language use**

### **Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show the ability to adapt register and style of language to the situation?

Tasks used to assess criteria A and B often include discussions, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

## Criterion B : Oral communication style and language use

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses inaccurate intonation and/or frequently hesitates, which interferes with comprehensibility. The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate. There is little sense of register or style.
3–4	The student makes some errors in intonation and/or shows some lapses in fluency, which sometimes interferes with comprehensibility. The student’s vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar. Register and style are apparent but are inconsistent and/or inappropriate.
5–6	The student makes some errors in intonation and/or shows some lapses in fluency, but this does not interfere with communication. The student’s vocabulary is varied and generally correct, with some idiomatic expressions; basic grammar is accurate, though some errors occur with complex grammar. Register and style are generally appropriate to the task.
7–8	The student’s intonation and fluency contribute effectively to communication. The student’s vocabulary is varied, appropriate and idiomatic. The student uses basic and complex grammar with a good degree of accuracy. Register and style are effective and appropriate to the task.

Intonation: clarity must be considered here, rather than issues of accent.

Fluency: this refers to the student’s ability to maintain a flow in linking words and phrases, similar to that of a native speaker.

Register: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

## **Criterion C: writing—message and organization**

### **Maximum 8**

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- respond to the topic in a sophisticated manner and develop ideas
- use a format and structure appropriate to the task to organize the work
  - Tasks used to assess criteria C and D often include letter writing, critical reviews, news articles, editorials, essays, creative writing, etc. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

## Criterion C : Writing message and organisation

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; opinions have little or no relevant support.</p> <p>The student shows little depth in understanding of the topic.</p> <p>There are lapses in structure and these interfere with the development of ideas.</p>
3–4	<p>The student communicates basic information easily but has difficulty with more-complex information; ideas are not always relevant and/or opinions are insufficiently supported.</p> <p>The student shows some depth in understanding of the topic, though some of the message remains superficial.</p> <p>The structure is mostly appropriate: there are some lapses but these do not interfere with the development of ideas.</p>
5–6	<p>The student communicates most information with ease, though there may be some difficulty with complex information; ideas and opinions are relevant and generally supported.</p> <p>The student shows satisfactory depth in understanding of the topic.</p> <p>There is an appropriate structure and the student makes good use of cohesive devices.</p>
7–8	<p>The student communicates complex information; ideas and opinions are relevant, focused and supported by examples and illustrations where appropriate.</p> <p>The student shows a sophisticated, in-depth understanding of the topic.</p> <p>The structure is clear and effective and adds to the message being conveyed; cohesive devices enhance the development of ideas.</p>

Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.

Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.

Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.

## **Criterion D: writing—style and language use**

### **Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary and idiom
- correctly use a range of grammatical structures and syntax
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

Tasks used to assess criteria C and D often include letter writing, critical reviews, news articles, editorials, essays, creative writing, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

## Criterion D : writing- style and language use

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate, though this does not affect comprehensibility.</p> <p>There are some errors in spelling/writing that occasionally interfere with communication.</p> <p>There is an attempt at addressing audience. However, register and/or style are often inconsistent and/or inappropriate.</p>
3–4	<p>The student's choice of vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar, though these do not affect comprehensibility.</p> <p>There are occasional errors in spelling/writing, but these do not interfere with communication.</p> <p>There is a good attempt at addressing audience. However, register and/or style are sometimes inconsistent and/or inappropriate.</p>
5–6	<p>The student's choice of vocabulary is varied and appropriate with some idiomatic expressions. Basic grammar is accurate; although some errors occur in complex grammar, these do not affect comprehensibility.</p> <p>Spelling/writing contributes to the quality of the work.</p> <p>There is a clear sense of audience; register and style are appropriate to the task.</p>
7–8	<p>The student's choice of vocabulary is varied, sophisticated and idiomatic. The student uses complex grammar that adds to the style of the text; he/she shows the ability to manipulate the language.</p> <p>Spelling/writing contributes to the quality of the work.</p>

There is a clear sense of audience; register and style are effective. The student may be creative with the language, or show humour or irony when appropriate to the task.

The importance attached to the assessment of spelling and/or writing will vary from language to language.

“Sense of audience” is linked to “register”: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

## **Criterion E: text interpretation**

**Maximum 16**

**(8 x 2)**

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions, infer information and recognize implied opinions and attitudes
- interpret aspects of style?

Tasks used to assess criterion E often include: letters, advertisements, magazine and newspaper articles, short stories, extracts from literary texts, poetry, etc. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

## Criterion E : Text Interpretation

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows understanding of basic information stated in texts with familiar and unfamiliar language. The student identifies main ideas but has some difficulty in understanding supporting details. The student makes simple inferences that are rarely supported. The student shows a superficial understanding of the text(s) overall.
3–4	The student shows understanding of stated and implied information, main ideas and some supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student makes inferences that are insufficiently supported and shows difficulty in identifying aspects of style. The student shows general understanding of the text(s).
5–6	The student shows understanding of stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student makes inferences that are supported with details from the text and can identify some aspects of style. The student shows a good understanding of most of the text(s).
7–8	The student shows understanding of stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language, and/or complex ideas and subtleties. The student makes inferences that are convincingly supported with details from the text and can interpret aspects of style. The student shows a perceptive understanding of the text(s) overall.

Please note that the final level for criterion E should be multiplied by two in order to give equal weighting to comprehension and expressive skills overall. Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the

criterion: questions must pertain to the descriptors. Although multiple-choice questions may be appropriate in addressing the lower levels of criterion E, they are not recommended for addressing the higher levels: open-ended questions are more effective in allowing students to demonstrate all the skills listed in the higher bands.

Student responses in the target language should not be penalized for language errors.

Criterion E for language B is more demanding in that the descriptors indicate the degree and quality of skills rather than just increasing the number of skills.

## **Maths Aims and Objectives**

The objectives of any MYP subject and of the personal project state the specific targets set for learning in the subject. They define what the student will be able to do, or do better, as a result of studying the subject.

The following objectives for mathematics relate directly to the assessment criteria A–D (see “Mathematics assessment criteria”).

### **A Knowledge and understanding**

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop problem-solving skills. Through knowledge and understanding students develop mathematical reasoning to make deductions and solve problems.

At the end of the course, students should be able to:

- know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)
- use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations including those in real-life contexts
- select and apply general rules correctly to solve problems including those in real-life contexts.

### **B Investigating patterns**

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Mathematical inquiry encourages students to become risk-takers, inquirers and critical thinkers.

The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

Through the use of mathematical investigations, students are given the opportunity to apply mathematical knowledge and problem-solving techniques to investigate a problem, generate and/or analyse information, find relationships and patterns, describe these mathematically as general rules, and justify or prove them.

At the end of the course, when investigating problems, in both theoretical and real-life contexts, student should be able to:

- select and apply appropriate inquiry and mathematical problem-solving techniques
- recognize patterns
- describe patterns as relationships or general rules
- draw conclusions consistent with findings
- justify or prove mathematical relationships and general rules.

## **C Communication in mathematics**

Mathematics provides a powerful and universal language. Students are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing.

Aims and objectives

At the end of the course, students should be able to communicate mathematical ideas, reasoning and findings by being able to:

- use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)
- move between different forms of representation.

Students are encouraged to choose and use ICT tools as appropriate and, where available, to enhance communication of their mathematical ideas. ICT tools can include graphic display calculators, screenshots, graphing, spreadsheets, databases, and drawing and word-processing software.

## **D Reflection in mathematics**

MYP mathematics encourages students to reflect upon their findings and problem-solving processes.

Students are encouraged to share their thinking with teachers and peers and to examine different problem solving strategies. Critical reflection in mathematics helps students gain insight into their strengths and weaknesses as learners and to appreciate the value of errors as powerful motivators to enhance learning and understanding.

At the end of the course students should be able to:

- explain whether their results make sense in the context of the problem
- explain the importance of their findings
- justify the degree of accuracy of their results where appropriate

- suggest improvements to the method when necessary.

## Criterion A: knowledge and understanding

### Maximum 8

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects students to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems in different situations, including those in real-life contexts.

This criterion examines to what extent the student is able to:

- know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)
- use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- select and apply general rules correctly to solve problems, including those in real-life contexts.

**Assessment tasks** for this criterion are likely to be class tests, examinations, real-life problems and investigations that may have a variety of solutions.

### Achievement level Descriptor

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student attempts to make deductions when solving simple problems in familiar contexts.
3-4	The student sometimes makes appropriate deductions when solving simple and more-complex problems in familiar contexts.

<b>5-6</b>	The student generally makes appropriate deductions when solving challenging problems in a variety of familiar contexts.
<b>7-8</b>	The student consistently makes appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations.

**Notes**

1. Context: the situation and the parameters given to a problem.
2. Unfamiliar situation: challenging questions or instructions set in a new context in which students are required to apply knowledge and/or skills they have been taught.
3. Deduction: reasoning from the general to the particular/specific.

## Criterion B: investigating patterns

### Maximum 8

Students are expected to investigate a problem by applying mathematical problem-solving techniques, to find patterns, and to describe these mathematically as relationships or general rules and justify or prove them.

This criterion examines to what extent the student is able to:

- select and apply appropriate inquiry and mathematical problem-solving techniques
- recognize patterns
- describe patterns as relationships or general rules
- draw conclusions consistent with findings
- justify or prove mathematical relationships and general rules.

**Assessment tasks** for this criterion should be mathematical investigations of some complexity, as appropriate to the level of MYP mathematics. Tasks should allow students to choose their own mathematical techniques to investigate problems, and to reason from the specific to the general. Assessment tasks could have a variety of solutions and may be set in real-life contexts. Teachers should clearly state whether the student has to provide a justification or proof.

Teachers should include a good balance between tasks done under test conditions and tasks done at home in order to ensure the development of independent mathematical thinking.

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student applies, with some guidance, mathematical problem-solving techniques to recognize simple patterns.
3-4	The student selects and applies mathematical problem-solving techniques to recognize patterns, and suggests relationships or general rules.
5-6	The student selects and applies mathematical problem-solving techniques to recognize patterns, describes them as relationships or general rules, and draws conclusions consistent with findings.
7-8	The student selects and applies mathematical problem-solving techniques to recognize patterns, describes them as relationships or general rules, draws conclusions consistent with findings, and provides justifications or proofs.

**Notes**

1. Pattern: the underlining order, regularity or predictability between the elements of a mathematical system. To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as relationships or generalised rules.
2. Justification: a clear and logical mathematical explanation of why the rule works.
3. Proof: a mathematical demonstration of the truth of a given proposition.

## **Criterion C: communication in mathematics**

### **Maximum 6**

Students are expected to use mathematical language when communicating mathematical ideas, reasoning and findings—both orally and in writing.

This criterion examines to what extent the student is able to:

- use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)
- move between different forms of representation.

Students are encouraged to choose and use appropriate ICT tools such as graphic display calculators, screenshots, graphing, spreadsheets, databases, drawing and word-processing software, as appropriate, to enhance communication.

Assessment tasks for this criterion are likely to be real-life problems, tests, examinations and investigations.

Tests and examinations that are to be assessed against criterion C must be designed to allow students to show complete lines of reasoning using mathematical language.

<b>Achievement Level</b>	<b>Descriptor</b>
<b>0</b>	The student does not reach a standard described by any of the descriptors given below.
<b>1-2</b>	The student shows basic use of mathematical language and/or forms of mathematical representation. The lines of reasoning are difficult to follow.
<b>3-4</b>	The student shows sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. The student moves between different forms of representation with some success.
<b>5-6</b>	The student shows good use of mathematical language and forms of mathematical representation. The lines of reasoning are concise, logical and complete. The student moves effectively between different forms of representation.

**Notes**

1. Mathematical language: the use of notation, symbols, terminology and verbal explanations.
2. Forms of mathematical representation: refers to formulae, diagrams, tables, charts, graphs and models, used to represent mathematical information.

**Criterion D: reflection in mathematics****Maximum 6**

Reflection allows students to reflect upon their methods and findings.

This criterion examines to what extent the student is able to:

- explain whether his or her results make sense in the context of the problem
- explain the importance of his or her findings in connection to real life situations
- justify the degree of accuracy of his or her results where appropriate
- suggest improvements to the method when necessary.

Assessment tasks are most likely to be investigations and real-life problems. Generally these types of tasks will provide students with opportunities to use mathematical concepts and skills to solve problems in real life contexts.

<b>Achievement Level</b>	<b>Descriptor</b>
<b>0</b>	The student does not reach a standard described by any of the descriptors given below.
<b>1-2</b>	The student attempts to explain whether his or her results make sense in the context of the problem. The student attempts to describe the importance of his or her findings in connection to real life.
<b>3-4</b>	The student correctly but briefly explains whether his or her results make sense in the context of the problem and describes the importance of his or her findings in connection to real life. The student attempts to justify the degree of accuracy of his or her results where appropriate.
<b>5-6</b>	The student critically explains whether his or her results make sense in the context of the problem and provides a detailed explanation of the importance of his or her findings in connection to real life. The student justifies the degree of accuracy of his or her results where appropriate. The student suggests improvements to the method when necessary.

**Notes**

1. Describe: present an account without providing reasons or explanations.
2. Explain: give a detailed account including reasons, causes or justifications. Explanations should answer the questions “why” and “how”.

## Physical Education Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest the ways in which the student may be changed by the learning experience.

The aims of the teaching and study of physical education are to encourage and enable the student to develop:

- an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- an interest in the promotion of health and wellness
- the motivation to participate fully in all aspects of physical education
- their optimal level of physical fitness
- effective communication strategies, verbal, non-verbal and written
- the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practising, refining, adapting, thinking, interacting
- the ability to reflect critically on all aspects of physical education, including being a critical performer
- an understanding of international perspectives on physical activity, sport and health education
- a lifelong interest in and enjoyment of physical activities as a participant.

## Objectives

### A Use of knowledge

At the end of the course students should be able to:

- use physical education terminology in context
- demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts
- demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts
- use their knowledge to analyse situations and solve problems.
- set goals to enhance learning and take action towards achieving them.

**The student must be assessed in a non-performance/non-playing situation.**

### B Movement composition

At the end of the course students should be able to:

- explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity
- compose aesthetic movements

- link movements in order to compose aesthetic sequences, taking into account the concepts of space,time, level, force and flow.

**For assessment of this objective, the student must perform the sequence.**

### **C Performance**

At the end of the course students should be able to:

- demonstrate the skills and techniques necessary for active participation in a variety of physical activities
- apply tactics, strategies and rules in both individual and group situations
- perform movement concepts and sequences of movement in a variety of physical contexts.

**The student must be assessed in a performance/playing situation.**

### **D Social skills and personal engagement**

At the end of the course students should be able to:

- communicate effectively, including verbal and non-verbal forms of communication
- demonstrate attitudes and strategies that enhance their relationships with others
- show respect and sensitivity to their own and different cultures
- take responsibility for their own learning process and demonstrate engagement with the activity
- reflect critically upon their own achievements  
set goals

Please note that the assessment criteria in this guide are for first use in final assessment in the 2008 academic year (southern hemisphere) and the 2008–2009 academic year (northern hemisphere). For final assessment before this time, please use the assessment criteria as published in the previous MYP *Physical education guide* (August 2002).

The following assessment criteria have been established by the IBO for physical education in the MYP. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

Criterion A	Use of knowledge Maximum 8
Criterion B	Movement composition Maximum 6
Criterion C	Performance Maximum 10
Criterion D	Social skills and personal engagement Maximum 8

- For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.
- The criteria are not equally weighted.

- The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.  
Detailed descriptions of the assessment criteria and band descriptors follow.

Assessment

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## Criterion A: use of knowledge

### Maximum 8

Students are expected to have a knowledge and understanding of the physical activities or topics studied.

They are also expected to be able to use this knowledge and understanding critically, and apply it to analyse situations and solve problems. As described in “Balancing the physical education curriculum”, topics studied and assessed through Criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.

Criterion A is best assessed through written or oral activities, and **must be assessed in a non-performance/non-playing situation**. Please note that for moderation, the task assessed against criterion A must be written.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The use of terminology is <b>inconsistent, inappropriate or incorrect</b> . Demonstrates a <b>limited</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. <b>Sometimes uses</b> this knowledge to analyse and solve problems <b>in familiar situations</b> .
3-4	Uses <b>basic</b> terminology that is <b>sometimes inaccurate or inappropriate</b> . Demonstrates a <b>basic</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. <b>Uses</b> this knowledge to analyse and solve problems <b>in familiar situations</b> .
5-6	Uses a <b>range</b> of terminology <b>accurately and appropriately</b> in <b>some</b> situations. Demonstrates a <b>good</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. <b>Uses</b> this knowledge to analyse and solve problems in familiar <b>and some unfamiliar situations</b> .
7-8	Uses a <b>wide range</b> of physical education terminology <b>accurately and appropriately</b> in <b>most</b> situations. Demonstrates a <b>thorough</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge <b>wisely and effectively</b> to analyse and solve problems in familiar <b>and unfamiliar situations</b> .

**Notes**

1. Range: it will depend on the sport/topic as to what constitutes a “range” of terminology.
2. Unfamiliar: describes a situation that the student has not encountered before, but relates to work already studied. For example, after studying principles of fitness, a student may be asked to apply their knowledge to a sport or situation that they have not been in contact with before.

## Criterion B: movement composition

### Maximum 6

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration. Compositions are best assessed using criteria B, C and D. This allows all stages of the creative process—plan and design, perform, evaluate—to be assessed.

**For assessment of this objective, the student must perform the sequence.**

Achievement level	Descriptor
<b>0</b>	The student does not reach a standard described by any of the descriptors given below
<b>1-2</b>	The student <b>selects some</b> aesthetic moves that <b>are appropriate</b> to the requirements of the task. The student has <b>some difficulty in adapting and/or creating</b> moves.
<b>3-4</b>	The student <b>selects, adapts and creates</b> aesthetic moves that <b>are appropriate</b> to the requirements of the task. The sequence shows <b>a competent use</b> of space, time, level, force and flow. The composition is <b>mostly coherent</b> , and shows <b>some aspects of imagination and creativity</b> .
<b>5-6</b>	The student <b>selects, adapts and creates a wide range</b> of aesthetic moves that <b>are appropriate</b> to the requirements of the task. The sequence shows <b>a sophisticated use</b> of space, time, level, force and flow. The composition is <b>coherent</b> , and shows <b>aspects of imagination, creativity and style</b> .

### Notes

1. Coherent: this refers to the logical development of the composition.
2. Range: it will depend on the nature of the activity as to what constitutes a “range” of moves.

Physical education assessment criteria

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## Criterion C: performance

### Maximum 10

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

When assessing performance, teachers should use only the strands of this criterion that are relevant to the activity. In all cases, at least two of the three strands will apply.

**This objective must be assessed in a performance/playing situation.**

Achievement level	Descriptor
<b>0</b>	The student does not reach a standard described by any of the descriptors given below.
<b>1-2</b>	The student demonstrates <b>little competence in basic</b> moves, skills and techniques in the performance or playing situation. The student <b>shows some awareness of</b> movement concepts, tactics, strategies and rules. The student performs with <b>little</b> precision, synchronization or energy.
<b>3-4</b>	The student demonstrates <b>competence in basic</b> moves, skills and techniques in the performance or playing situation. The student <b>shows awareness of</b> movement concepts, tactics, strategies and rules, but has <b>difficulty in applying</b> them. The student performs with <b>some</b> precision, synchronization <b>and/or</b> energy.
<b>5-6</b>	The student demonstrates <b>competence in basic and some complex</b> moves, skills and techniques in the performance or playing situation. The student <b>applies some</b> movement concepts, tactics, strategies and rules. The student performs with precision, synchronization <b>and</b> energy <b>most of the time</b> .
<b>7-8</b>	The student demonstrates <b>competence in basic and many complex</b> moves, skills and techniques in the performance or playing situation. The student <b>applies</b> movement concepts, tactics, strategies and rules <b>appropriately</b> . The student performs with <b>a high degree</b> of precision, synchronization <b>and</b> energy.
<b>9-10</b>	The student shows a <b>high level of competence in both basic and complex</b> moves, skills and techniques in the performance or

	playing situation. The student <b>applies</b> movement concepts, tactics, strategies and rules <b>in a critical and effective manner</b> . The student performs with a high degree of precision, synchronization, energy, <b>style and flair</b> .
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### Notes

1. Competence: this could include characteristics such as accuracy, efficiency, control, coordination, timing, fluency, speed and power. Depending on the nature of the activity, these sorts of characteristics should be considered when determining competency.
2. Precision: this could include balance, stability, amplitude, exactness, extension and body form.
3. Synchronization: this indicates synchronization with the music, a partner or partners, or both.

Physical education assessment criteria

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## Criterion D: social skills and personal engagement

### Maximum 8

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student demonstrates attitudes and strategies that <b>maintain</b> their communication and relationships with others. The student shows <b>respect and sensitivity</b> to themselves, others and the physical environment <b>some of the time</b> .
3-4	The student demonstrates attitudes and strategies that <b>maintain</b> their communication and relationships with others. The student shows <b>respect and sensitivity</b> to themselves, others and the physical environment <b>most of the time</b> . The student <b>takes responsibility</b> for their own learning <b>most of the time</b> , and <b>shows some enthusiasm and commitment</b> to physical education. The student <b>reflects</b> on their own achievements <b>to a satisfactory level, usually sets appropriate</b> goals but may need encouragement to take action towards achieving them.
5-6	The student demonstrates attitudes and strategies that <b>improve</b> their communication and relationships with others. The student <b>consistently</b> shows <b>respect and sensitivity</b> to themselves, others and the physical environment. The student <b>takes responsibility</b> for their own learning and <b>usually shows enthusiasm and commitment</b> to physical education. The student <b>reflects critically</b> on their own achievements, <b>sets appropriate goals</b> and <b>takes some action</b> towards achieving them.
7-8	The student demonstrates attitudes and strategies that <b>deepen and enhance</b> their communication and relationships with others. The student <b>consistently</b> shows a <b>high degree of respect and sensitivity</b> to themselves, others and the physical environment. The student <b>takes responsibility</b> for their own learning and <b>consistently shows enthusiasm and commitment</b> to physical education. The student <b>reflects critically</b> on their own achievements, sets <b>appropriate goals that enhance learning</b> , and <b>takes action</b> towards achieving them.

## **Science aims and objectives**

MYP sciences aspires to develop scientifically informed, caring and responsible individuals who can think critically and make informed choices about themselves, the environment and society.

### **Aims**

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of sciences are to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

### **Objectives**

The objectives of any MYP subject and of the personal project state the specific targets set for learning in the subject. They define what the learner will be able to do, or do better, as a result of studying the subject.

The objectives of sciences listed below are final objectives and they describe what students should be able to do by the end of the course. These objectives have a direct correspondence with the final assessment criteria, A–F (see “Sciences assessment criteria”).

## **Criterion A: one world**

This objective refers to enabling students to understand the interdependence between science and society. Students should be aware of the global dimension of science, as a universal activity with consequences for our lives and subject to social, economic, political, environmental, cultural and ethical factors.

At the end of the course, and within local and global contexts, students should be able to:

- describe and discuss ways in which science is applied and used to solve local and global problems
- describe and evaluate the benefits and limitations of science and scientific applications as well as their effect on life and society
- discuss how science and technology are interdependent and assist each other in the development of knowledge and technological applications
- discuss how science and its applications interact with social, economic, political, environmental, cultural and ethical factors.

## **Criterion B: Communication in science**

This objective refers to enabling students to develop their communication skills in science. Students should be able to understand scientific information, such as data, ideas, arguments and investigations, and communicate it using appropriate scientific language in a variety of communication modes and formats as appropriate.

At the end of the course, students should be able to:

- communicate scientific information using a range of scientific language
- communicate scientific information using appropriate modes of communication
- present scientific information in a variety of formats, acknowledging sources as appropriate
- demonstrate honesty when handling data and information, acknowledging sources as appropriate
- use where appropriate a range of information and communication technology applications to access, process and communicate scientific information.

## **Criterion C: Knowledge and understanding of science**

This objective refers to enabling students to understand the main ideas and concepts of science and to apply them to solve problems in familiar and unfamiliar situations. Students are expected to develop critical and reflective thinking and judge the credibility of scientific information when this is presented to them.

At the end of the course, students should be able to:

- recognize and recall scientific information
- explain and apply scientific information to solve problems in familiar and unfamiliar situations
- analyse scientific information by identifying components, relationships and patterns, both in experimental data and ideas
- discuss and evaluate scientific information from different sources (Internet, newspaper articles, television, scientific texts and publications) and assess its credibility.

### **Criterion D : Scientific inquiry**

This objective refers to enabling students to develop scientific inquiry skills to design and carry out scientific investigations.

At the end of the course, students should be able to:

- define the problem or research question to be tested by a scientific investigation
- formulate a hypothesis and explain it using logical scientific reasoning
- design scientific investigations that include variables and controls, material/equipment needed, a method to be followed, data to be collected and suggestions for its analysis
- evaluate the method, commenting on its reliability and/or validity
- suggest improvements to the method.

### **Criterion E : Processing data**

This objective refers to enabling students to record, organize and process data. Students should be able to collect and transform data by numerical calculations into diagrammatic form. Students should be able to analyse and interpret data and explain appropriate conclusions.

At the end of the course, students should be able to:

- collect and record data using appropriate units of measurement
- organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visual representation (tables, graphs and charts)
- present data in a variety of ways using appropriate communication modes and conventions (units of measurement)
- analyse and interpret data by identifying trends, patterns and relationships
- draw conclusions supported by scientific explanations and a reasoned interpretation of the analysis of the data.

## Criterion F : Attitudes in science

This objective goes beyond science and refers to encouraging attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society.

This objective is set in the context of the science class but will pervade other subjects and life outside school. It includes notions of safety and responsibility when working in science as well as respect for and collaboration with others and their shared environment. During the course, students should:

- carry out scientific investigations using materials and techniques safely and skillfully
- work effectively as members of a team, collaborating, acknowledging and supporting others as well as ensuring a safe working environment
- show respect for themselves and others, and deal responsibly with the living and non-living environment.

## Science assessment criteria

Please note that the assessment criteria in this guide are for first use in final assessment in the year 2006. For final assessment in 2005, please use the assessment criteria as published in the previous MYP *Sciences* guide (August 2000).

The following assessment criteria have been established by the IBO for sciences in the Middle Years Programme. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

Criterion A	One world	Maximum 6
Criterion B	Communication in science	Maximum 6
Criterion C	Knowledge and understanding of science	Maximum 6
Criterion D	Scientific inquiry	Maximum 6
Criterion E	Processing data	Maximum 6
Criterion F	Attitudes in science	Maximum 6

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Detailed descriptions of the assessment criteria and band descriptors appear on the following pages.

## Criterion A: one world

### Maximum 6

Students should understand the interdependence of science and society. Students are expected to discuss how science is applied and used to solve specific problems in life and society. Students should be given the opportunity to explore local and global scientific issues and evaluate the interaction between science and scientific developments with social, economic, political, environmental, cultural and ethical factors.

Assessment tasks should allow students to demonstrate their understanding of the role of science in society through the development of analysis and critical thinking. Suitable assessment tasks to assess this criterion include essays, case studies and research projects, but also debates and oral presentations.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student describes how science is applied to addressing a specific local or global issue. The student states some of the benefits or limitations of science in addressing the issue.
3–4	The student describes how science is applied to addressing a specific local or global issue. The student describes some of the benefits or limitations of science in addressing the issue. The student describes how science and its applications interact with at least one of the following factors: social, economic, political, environmental, cultural and ethical.
5–6	The student explains how science is applied to addressing a specific local or global issue. The student explains some of the benefits and limitations of science in solving the issue. The student discusses how science and its applications interact with some of the following factors: social, economic, political, environmental, cultural and ethical.

## Criterion B: communication in science

### Maximum 6

Students should be able to demonstrate understanding when communicating scientific information. Students should use appropriate scientific language, a range of communication modes and the most appropriate communication format. Suitable assessment tasks to assess this criterion include scientific investigation reports, research essays, case studies, interdisciplinary projects, and media presentations. Depending on the tasks, students will be expected to acknowledge the sources of information and document these appropriately.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to communicate scientific information using some scientific language. The student presents some of the information in an appropriate form using some symbolic or visual representation when appropriate. The student attempts to acknowledge sources of information but this is inaccurate.
3–4	The student communicates scientific information using scientific language. The student presents most of the information appropriately using symbolic and/or visual representation according to the task. The student acknowledges sources of information with occasional errors.
5–6	The student communicates scientific information effectively using scientific language correctly. The student presents all the information appropriately using symbolic and/or visual representation accurately according to the task. The student acknowledges sources of information appropriately.

## Criterion C: knowledge and understanding of science

### Maximum 6

Students should show their understanding of the main scientific ideas and concepts of science, by applying these to solve problems in familiar and unfamiliar situations. Students should develop critical-thinking skills to analyse and evaluate scientific information.

Suitable assessment tasks to assess this criterion include complex questions in tests, critical analysis of case studies, research projects or media articles on scientific issues. Assessment tasks should provide opportunities for students to demonstrate their understanding by solving problems in familiar and unfamiliar situations, and by analysing and evaluating scientific information presented to them.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student recalls some scientific ideas and concepts and applies these to solve simple problems.
3–4	The student explains scientific ideas and concepts and applies scientific understanding to solve problems in familiar situations. The student analyses scientific information by identifying parts, relationships or causes. The student provides an explanation that shows understanding.
5–6	The student explains scientific ideas and concepts and applies scientific understanding to solve problems in familiar and unfamiliar situations. The student analyses and evaluates scientific information by making scientifically supported judgments about the information, the validity of the ideas or the quality of the work.

**Unfamiliar situation:** Refers to a problem/situation where the context or the application is modified to be considered unfamiliar for the student.

## Criterion D: scientific inquiry

### Maximum 6

Students are expected to design and carry out scientific investigations independently.

Students should be able to (i) state a problem that can be tested by an investigation; (ii) formulate a suitable hypothesis; (iii) identify and manipulate variables; (iv) plan an appropriate investigation including the method and materials; (v) evaluate the method.

Assessment tasks for scientific inquiry should provide students with the opportunity to design, plan and carry out scientific investigations independently. Suitable assessment tasks to assess this criterion include laboratory experiments and field studies.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to define the purpose of the investigation and makes references to variables but these are incomplete or not fully developed. The method suggested is partially complete. The evaluation of the method is either absent or incomplete.
3–4	The student defines the purpose of the investigation and provides an explanation/prediction but this is not fully developed. The student acknowledges some of the variables involved and describes how to manipulate them. The method suggested is complete and includes appropriate materials/equipment. The evaluation of the method is partially developed.
5–6	The student defines the purpose of the investigation, formulates a testable hypothesis and explains the hypothesis using scientific reasoning. The student identifies the relevant variables and explains how to manipulate them. The student evaluates the method commenting on its reliability and/or validity. The student suggests improvements to the method and makes suggestions for further inquiry when relevant.

**Reliability:** Refers to measurement of the data. This depends upon the selection of the measuring instrument, the precision and accuracy of the measurements, errors associated with the measurement, the size of the sample, the sampling techniques used, the number of readings.

**Validity:** Refers to the success of the method at measuring what the investigator wishes to measure. This includes factors such as the choice of the measuring

instrument and whether this measures what it is supposed to measure, the conditions of the experiment, and variable manipulation (fair testing).

## Criterion E: processing data

### Maximum 6

Processing data refers to enabling students to organize and process data. Students should be able to organize and transform data by numerical calculations into diagrammatic form (tables, graphs and charts) and draw and explain appropriate conclusions.

Suitable assessment tasks to assess this criterion include scientific investigations carried out by students, or by others, as well as laboratory reports and studies that provide students with raw data for further processing and analysis.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student organizes and presents data using simple numerical or diagrammatic forms and draws an obvious conclusion.
3–4	The student organizes and transforms data into numerical and diagrammatic forms and presents it using appropriate communication modes. The student draws a conclusion consistent with the data.
5–6	The student organizes and transforms data into numerical and diagrammatic forms and presents it logically and clearly, using appropriate communication modes. The student explains trends, patterns or relationships in the data, comments on the reliability of the data, draws a clear conclusion based on the correct interpretation of the data, and explains it using scientific reasoning.

## Criterion F: attitudes in science

### Maximum 6

This criterion refers to encouraging students' attitudes of safety, respect and collaboration. Students are expected to:

- carry out scientific investigations using materials and techniques skillfully and safely and showing respect for the living and non-living environment
- work effectively as a member of a team, collaborating, acknowledging and respecting the views of others as well as ensuring a safe working environment.

Evidence of performance of this criterion should be collected from the observation of students when working in science, individually and in groups. This criterion should be internally assessed but it is not externally moderated.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student requires guidance and supervision when using laboratory equipment. The student can work safely and cooperate with others but may need reminders.
3–4	The student uses most equipment competently but might require occasional guidance; on most occasions pays attention to safety and works responsibly with the living and non-living environment. The student generally cooperates well with other students.
5–6	The student works largely independently; uses equipment with precision and skill; pays close attention to safety and deals responsibly with the living and non-living environment. The student consistently works effectively as part of a team, collaborating with others and respecting their views.

# Technology in the MYP

## Aims and objectives

MYP technology aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment.

### Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of technology are to encourage and enable students to:

- develop an appreciation of the significance of technology for life, society and the use knowledge, skills and techniques to create products/solutions of appropriate quality
- develop problem-solving, critical- and creative-thinking skills through the application of the design cycle
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- use and apply ICT effectively as a means to access, process and communicate information, and to solve problems.

### Objectives

The objectives of any MYP subject and of the personal project state the specific targets set for learning in the subject. They define what the learner will be able to do, or do better, as a result of studying the subject.

The design cycle is a model and it is intended to be the central tool to help students to create and evaluate products/solutions in response to challenges. The MYP technology design cycle consists of four major stages and these relate to the objectives of the course.

## Investigate

Students **identify the problem to be solved**. At the end of the course, they should be able to:

- evaluate the importance of the problem for life, society and the environment
- outline the design brief.

Students should **develop the design brief**. At the end of the course, they should be able to:

- formulate and discuss appropriate questions that guide the investigation
- identify and acknowledge a range of appropriate sources of information
- collect, analyse, select, organize and evaluate information
- evaluate the sources of information.

Students **formulate a design specification**. At the end of the course, they should be able to:

- list the specific requirements that must be met by the product/solution
- design tests to evaluate the product/solution against the design specification.

## Plan

Students **design the product/solution**. At the end of the course, they should be able to:

- generate several feasible designs that meet the design specification
- evaluate the designs against the design specification
- select one design and justify its choice.

Students **plan the product/solution**. At the end of the course, they should be able to:

- construct a plan to create the product/solution that has a series of logical steps
- construct a plan to create the product/solution that makes effective use of resources and time

- evaluate the plan and justify any modifications to the design.

## **Create**

Students **use appropriate techniques and equipment**. At the end of the course, they should be able to:

- use a range of appropriate techniques and equipment competently
- ensure a safe working environment for themselves and others.

Students **follow the plan**. At the end of the course, they should be able to:

- follow the plan to produce the product/solution
- evaluate the plan and justify any changes to the plan (when necessary).

Students **create the product/solution**. At the end of the course, they should be able to:

- create a product/solution of appropriate quality.

## **Evaluate**

Students **evaluate the product/solution**. At the end of the course, they should be able to:

- carry out tests to evaluate the product/solution against the design specification
- evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user
- evaluate the impact of the product/solution on individuals and on society
- explain how the product/solution could be improved.

Students **evaluate their use of the design cycle**. At the end of the course, they should be able to:

- evaluate their performance at each stage of the design cycle
- suggest ways in which their performance could be improved.

## **Attitudes in technology**

This objective goes beyond technology and refers to encouraging attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society.

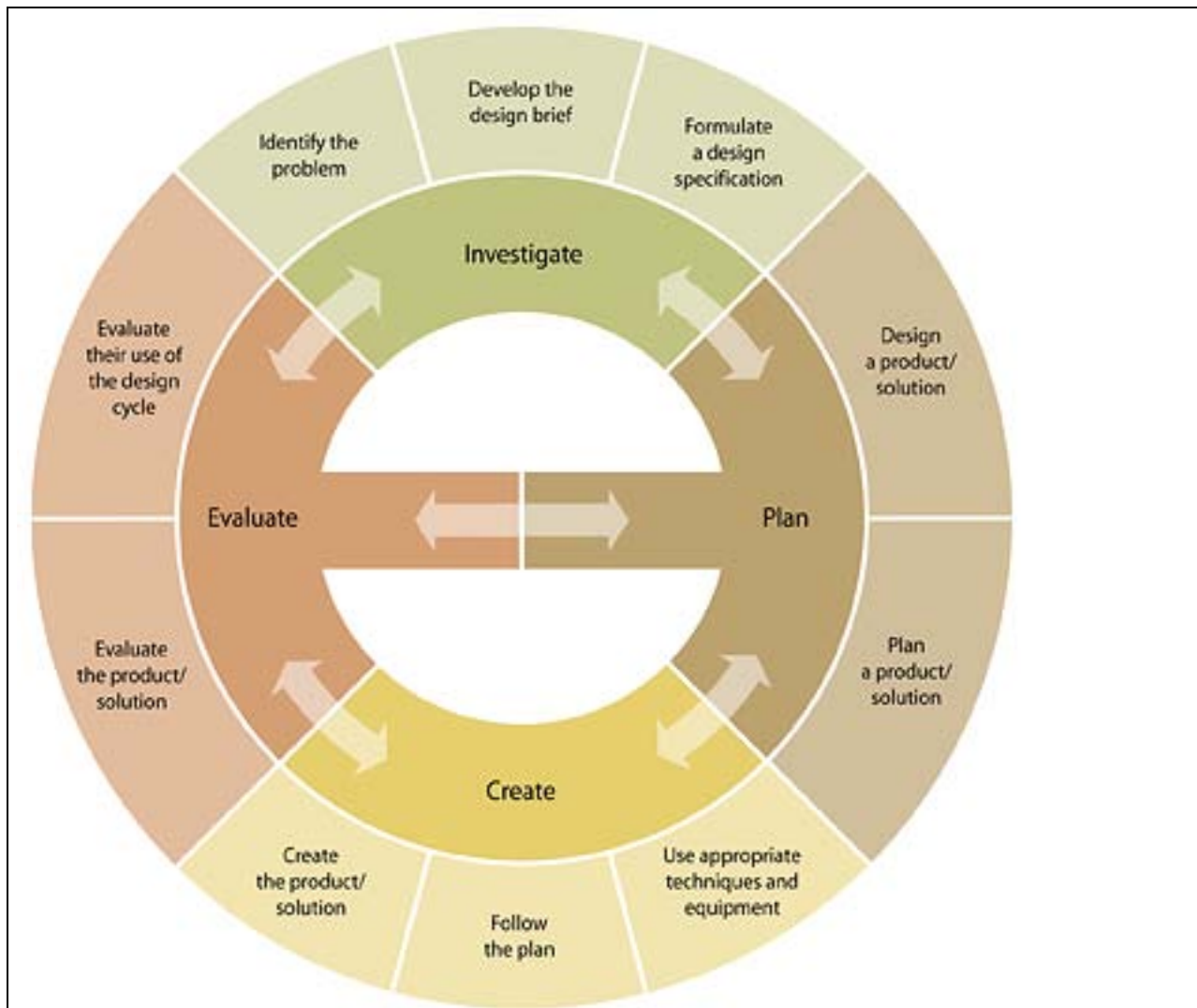
This objective is set in the context of the technology class (and it is also present in MYP sciences as "Attitudes in science") but will pervade other subjects and life outside school. It includes notions of safety and responsibility when working in technology as well as respect for and collaboration with others and their shared environment.

**During** the course, students should:

- carry out units of work in technology using materials and techniques safely and responsibly
- work effectively as members of a team, collaborating, acknowledging and supporting the views of others
- provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.

## **Technology in the MYP**

### **The design cycle**



## Assessment

### Technology assessment criteria

Criterion A	Investigate	Maximum 6
Criterion B	Design	Maximum 6
Criterion C	Plan	Maximum 6
Criterion D	Create	Maximum 6
Criterion E	Evaluate	Maximum 6
Criterion F	Attitudes in technology	Maximum 6

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The criteria are equally weighted.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels. Detailed descriptions of the assessment criteria and band descriptors follow.

## Criterion A: investigate

### Maximum 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student states the problem. The student investigates the problem, collecting information from sources. The student lists some specifications.
3–4	The student describes the problem, mentioning its relevance. The student investigates the problem, selecting and analysing information from some acknowledged sources. The student describes a test to evaluate the product/solution against the design specification.
5–6	The student explains the problem, discussing its relevance. The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources. The student describes detailed methods for appropriate testing to evaluate the product/solution against the design specification.

**Design brief:** The student's response to the challenge, showing how they intend to solve the problem they have been presented with. This will guide their investigation as they work to develop a more detailed design specification.

**Design specification:** A detailed description of the conditions, requirements and restrictions with which a design must comply. This is a precise and accurate list of facts such as conditions, dimensions, materials, process and methods that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification.

## Criterion B: design

### Maximum 6

Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.

Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.

## Criterion B: design

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student generates one design, and makes some attempt to justify this against the design specification.
3–4	The student generates a few designs, justifying the choice of one design and fully evaluating this against the design specification.
5–6	The student generates a range of feasible designs, each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

## Criterion C: plan

### Maximum 6

Students are expected to construct a plan to create their chosen product/solution that has a series of logical steps, and that makes effective use of resources and time.

Students are expected to evaluate the plan and justify any modifications to the design.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student produces a plan that contains some details of the steps and/or the resources required.
3–4	The student produces a plan that contains a number of logical steps that include resources and time. The student makes some attempt to evaluate the plan.
5–6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design.

## Criterion D: create

### Maximum 6

Students are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques. Students are expected to follow their plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.

Students will sometimes embark upon a very ambitious project, or they may encounter unforeseen circumstances. In some circumstances a product/solution that is incomplete or does not function fully can still achieve one of the levels awarded for this criterion.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student considers the plan and creates at least part of a product/solution.
3–4	The student uses appropriate techniques and equipment. The student follows the plan and mentions any modifications made, resulting in a product/solution of good quality.
5–6	The student competently uses appropriate techniques and equipment. The student follows the plan and justifies any modifications made, resulting in a product/solution of appropriate quality using the resources available.

**Appropriate quality:** This is the best product/solution that the student can produce, taking into account the resources available, the skills and techniques they have used, their educational development, how the product/solution addresses the identified need, and aspects of safety and ergonomics.

## Criterion E: evaluate

### Maximum 6

Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.

Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student evaluates the product/solution or his or her own performance. The student makes some attempt to test the product/solution.
3–4	The student evaluates the product/solution and his or her own performance and suggests ways in which these could be improved. The student tests the product/solution to evaluate it against the design specification.
5–6	The student evaluates the success of the product/solution in an objective manner based on the results of testing, and the views of the intended users. The student provides an evaluation of his or her own performance at each stage of the design cycle and suggests improvements. The student provides an appropriate evaluation of the impact of the product/solution on life, society and/or the environment.

**Product testing:** A stage in the design process where versions of products (for example, prototypes) are tested against the need, applied to the context and presented to the end-user or target audience.

## Criterion F: attitudes in technology

### Maximum 6

This criterion refers to students' attitudes when working in technology. It focuses on an overall assessment of two aspects:

- personal engagement (motivation, independence, general positive attitude)
- attitudes towards safety, cooperation and respect for others.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student occasionally displays a satisfactory standard in one of the aspects listed above.
3–4	The student frequently displays a satisfactory standard in both of the aspects listed above.
5–6	The student consistently displays a satisfactory standard in both of the aspects listed above.

# **Personal Project Aims and Objectives**

## **Aims**

The aims of the personal project are to allow students to:

- demonstrate the personal abilities and skills required to produce and present an extended piece of work
- engage in personal inquiry, action and reflection on specific topics and issues
- focus on, and demonstrate an understanding of, the areas of interaction
- reflect on learning and share knowledge, views and opinions.

## **Objectives**

The objectives of the personal project listed below relate directly to the assessment criteria.

### **A Planning and Development**

Students should:

- identify a clear and achievable goal
- describe and justify a focus on the chosen area(s) of interaction
- describe the steps followed to achieve the stated goal
- adhere to the stated goal throughout the project.

### **B Collection of Information/Resources**

Students should:

- select and utilize adequate, varied resources
- identify and use relevant information critically
- acknowledge sources of information appropriately.

### **C Choice and Application of Techniques**

Students should:

- choose techniques relevant to the project's goal
- justify this selection
- apply the chosen techniques consistently and effectively.

## **D Analysis of Information**

Students should:

- analyse the information in terms of the goal and the focus of the project
- express personal thought
- support arguments with evidence
- respond thoughtfully to ideas and inspiration.

## **E Organization of the Written Work**

Students should:

- organize their work in a coherent manner according to the required structure
- present information clearly
- present references, bibliography and symbolic representations appropriately.

## **F Analysis of the Process and Outcome**

Students should:

- identify the strengths and weaknesses of the project at different stages of development
- where appropriate, suggest ways in which the project could have been tackled differently
- assess the achieved results in terms of the initial goal and the focus on the chosen area(s) of interaction
- show awareness of the overall perspectives related to the chosen topic or piece of work.

## **G Personal Engagement**

Students should:

- meet deadlines
- follow agreed procedures and work plans
- make appropriate use of a process journal or log book
- show initiative, enthusiasm and commitment to the task.

## Personal Project Assessment Criteria

### General

The following assessment criteria have been established by the IBO for the personal project in the MYP. The final assessment required for IBO-validated grades and IBO certification at the end of the MYP must be based on these assessment criteria.

Criterion A	Planning and Development	Maximum level: 4
Criterion B	Collection of Information/Resources	Maximum level: 4
Criterion C	Choice and Application of Techniques	Maximum level: 4
Criterion D	Analysis of Information	Maximum level: 4
Criterion E	Organization of the Written Work	Maximum level: 4
Criterion F	Analysis of Process and Outcome	Maximum level: 4
Criterion G	Personal Engagement	Maximum level: 4

The assessment criteria and markband descriptors appear on the following pages.

- For each assessment criterion, a number of markband descriptors, describing a range of achievement levels, are defined. The lowest level of achievement is represented as 0.
- The criteria are equally weighted.
- The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

The process by which a student's total level of achievement in terms of the assessment criteria is finally converted to a single grade on a one to seven scale.

## Criterion A: Planning and Development

### Maximum level: 4

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal.

Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student identifies the goal of the personal project but does not provide an outline of how he/she aims to achieve this goal.
2	The student identifies and describes the goal of the personal project, states the focus on the chosen area(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.
3	The student identifies and clearly describes the goal of the personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.
4	The student identifies and clearly describes the goal of the personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.

## Criterion B: Collection of Information/Resources

**Maximum level: 4**

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography, where many elements are missing. Few references are made in the text to sources of information used.
2	The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented. Some references are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.
4	The personal project contains excellent, relevant information and resources from a wide variety of appropriate sources. The bibliography is complete and well presented, with clear references to sources in the body of the text and appendices, where appropriate.

## Criterion C: Choice and Application of Techniques

**Maximum level: 4**

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively.

Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography, where many elements are missing. Few references are made in the text to sources of information used.
2	The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented. Some references are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.
4	The personal project contains excellent, relevant information and resources from a wide variety of appropriate sources. The bibliography is complete and well presented, with clear references to sources in the body of the text and appendices, where appropriate.

## Criterion D: Analysis of Information

**Maximum level: 4**

This criterion measures students' abilities to analyse information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains little reflection in terms of the goal and focus on the chosen area(s) of interaction, and is largely narrative/descriptive. The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.
3	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued.
4	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision. The student consistently supports a truly personal response to the topic with arguments and evidence.

## Criterion E: Organization of the Written Work

**Maximum level: 4**

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains little reflection in terms of the goal and focus on the chosen area(s) of interaction, and is largely narrative/descriptive. The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.
3	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued.
4	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision. The student consistently supports a truly personal response to the topic with arguments and evidence.

## Criterion F: Analysis of Process and Outcome

**Maximum level: 4**

Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as: different stages of development?

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the
1	The student's review is simply a narrative summary or a superficial review of the development of the personal project in terms of the goal set at its start. There is little understanding of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
2	The student adequately reviews his/her personal project in terms of the goal set at its start. The student's review shows some reflection on different stages of the process including an adequate analysis of the quality of the product. The student's review shows some understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
3	The student consistently reviews his/her personal project in terms of the goal set at its start. The student's review shows significant reflection on different stages of the process. The evaluation includes a good analysis of the quality of the product, and shows a clear understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
4	The student consistently and thoroughly reviews his/her personal project in terms of the goal set at its start. The student's review shows excellent reflection on different stages of the process. The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the

dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents new perspectives emerging from the chosen topic.

## Criterion G: Personal Engagement

### Maximum level: 4

This criterion focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviours such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours are evident in the personal project.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project shows little evidence of any of the required qualities and working behaviours.
2	The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviours.
3	The personal project is judged to be good in terms of most of the required qualities and working behaviours.
4	The personal project is judged to be outstanding in terms of the required qualities and working behaviours.