



## **MHIS Personal Project Guide 2020**

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Updated August 2020

## Introduction

The MYP personal project helps students develop confidence as principled, lifelong learners. Students in the final year of the programme explore an area of Personal interest over an extended period. Through this independent inquiry, students consolidate their learning and develop important skills--for further education and life beyond the classroom. The personal project is an integral part of the MYP certificate. MYP schools with year 5 students must register all their students for personal project moderation.

## Assessment Criteria

### **What are the Personal Project objectives?**

Your process journal, report, exhibition and outcome/product must demonstrate the following:

#### **Objective A: Investigating**

- Define a clear goal and global context for the project, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

#### **Objective B: Planning**

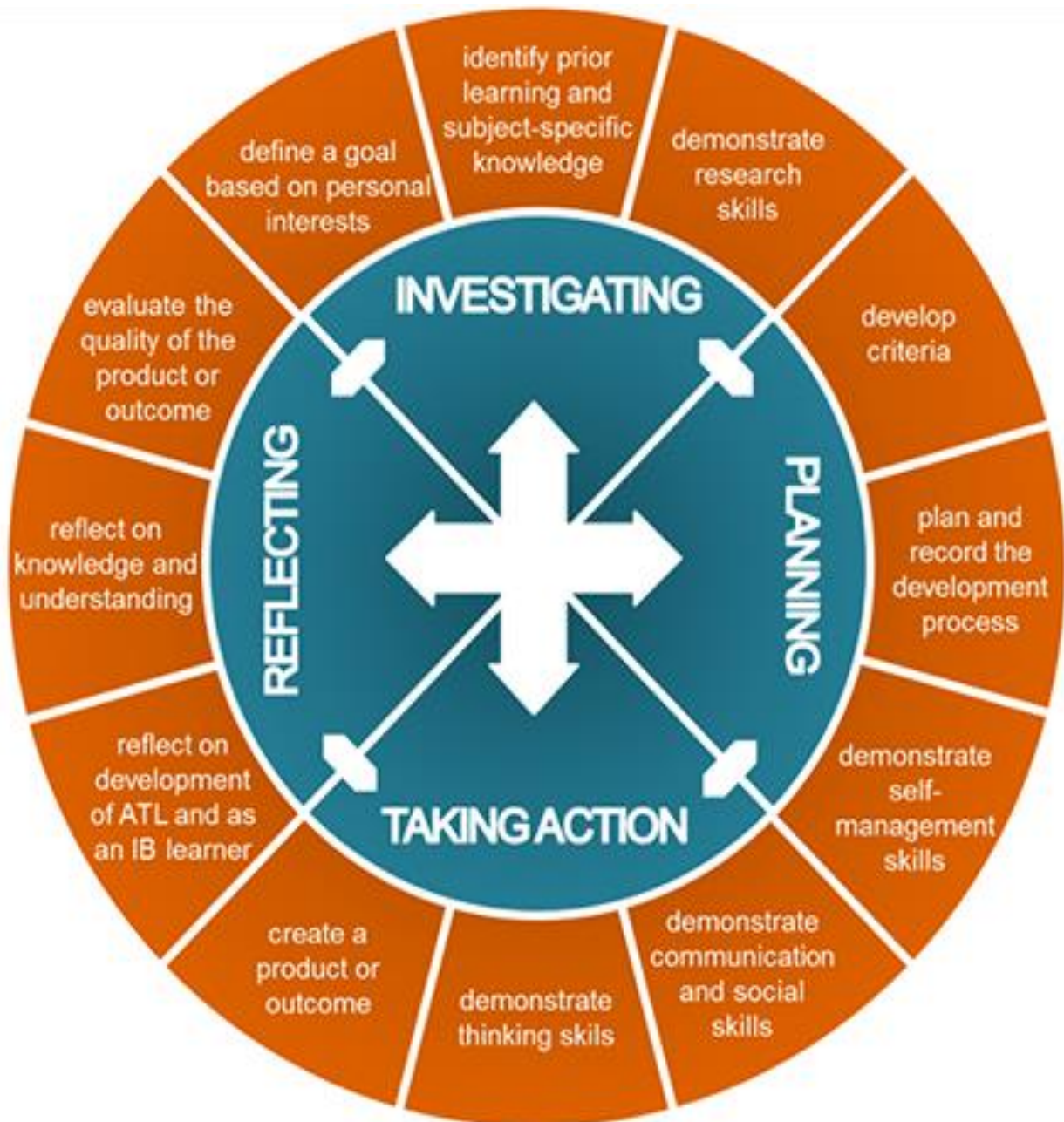
- Develop criteria for the product/outcome
- Plan and record the development process of the project
- Demonstrate self-management skills

#### **Objective C: Taking action**

- Create a product/outcome in response to the goal, global context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

## Objective D: Reflecting

- Evaluate the quality of the product/outcome against the criteria
- Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
- Reflect on your development as IB learners through the project



The Personal Project is made up of four parts major parts. In order to do well, all four parts need to be carefully thought out and completed.

## 1-The Goal

### **Step 1: Investigation**

During the investigation Step, you will need to:

- Choose a topic you truly want to explore, which will allow you to reflect on ideas that are outlined in the Global Contexts. Your topic needs to be specific and not too general.
- Discuss your idea(s) with different people, in and out of school. This is to help you focus on what you are going to do. It is important to discuss your ideas with subject teachers to see whether or not your intentions are realistic. Discuss the approach you want to take, the methods you plan to use, and your ability to link your project to the Global Context you have chosen.

**Some questions you might want to think about are:**

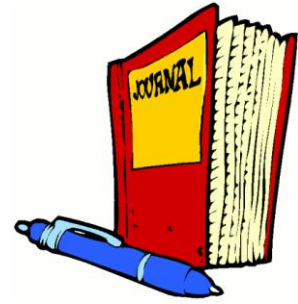
1. Where do I find the necessary materials?
2. Who has information on my topic?
3. Do I have to carry out my own experiments?
4. Do I need to prepare, circulate, and analyses a questionnaire or a survey?
5. Do I need to go to libraries other than the school library?
6. Do I need to visit museums?
7. Do I need to interview people?



## 2-The Process Journal

### Step 2: Planning

- During this Step, you need to make decisions about:
- The goal of the Personal Project and choose one **Global Context** as a focus for your project.
- The specific way in which you will take Principled Action.
- What will you actually make as a demonstration of your learning and skills?
- What information you need and where that information will come from?
- What resources you will need?
- What skills you already have and what skills you will need to develop in order to complete your project?
- The specifications, which will be used to assess the quality of your project.
- How you will manage your time so you can achieve the goal?
- **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor and remember to **reflect** in your Process Journal.



**Include: Thoughts, sketches, ideas, pictures, and notes from meeting**

**Use: A notebook, an art sketchbook, audio or video journal.**

## 3-The Product

### Step 3: Taking Action

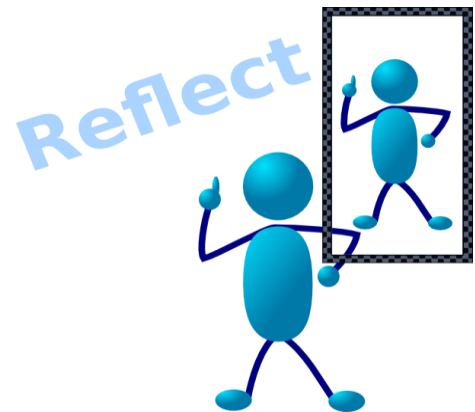
This is where you have to implement your plan. This means you need to:

- Create a product/outcome in response to the goal, context and criteria.
- Demonstrate thinking skills.
- Demonstrate communication and social skills.



Reflection is something you are supposed to do at **every Step** of the Personal Project. The Process Journal is where you are required to keep all of your reflections. **The following questions will help you reflect**

1. What questions have come up?
2. How best can I answer these questions?
3. Who can answer these questions for me, or help me find the answers?
4. What problems have I encountered?
5. How have I used what I have learned to make decisions and solve problems?
6. How has my subject knowledge and learning shaped the direction of my project?



## 4-The Report

### **Step 4: Reflecting**

#### Reports:

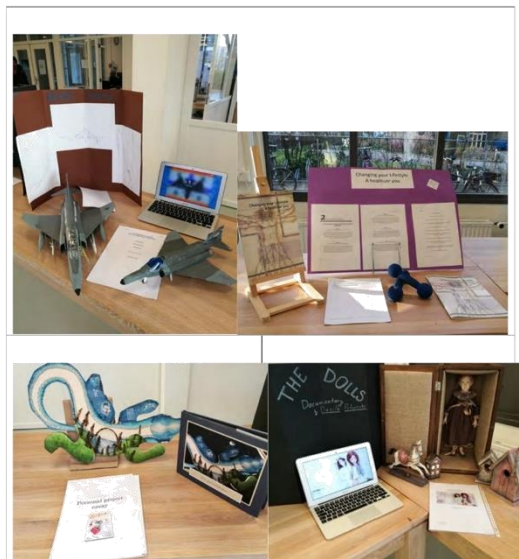
All students are required to produce a report of their Personal Project. For more information, please see the sections on Personal Project format and the report checklist. Your supervisor will also give you more information on how your final report must look.

#### Exhibition:

You will show your entire project in an exhibition, which your parents, MYP5 students and the entire Middle School will be invited. This is an opportunity for you to share your work with the community. It also provides an opportunity for you to further develop your presentation skills.

For this evening, you can expect questions, such as:

1. Why did you choose this project? What was the main goal?
2. Which global context is this related to? And why did you choose it?
3. What subjects helped you to complete your product/outcome?
4. Did you complete your product/outcome? Did you have to scale your product/outcome down so you could complete it?
5. Did you find it difficult to acquire all the materials you needed to complete your product/outcome?
6. Did you receive help to complete your project?
7. How did this person help you?
8. What was the most challenging part?
9. What did you enjoy the most?
10. What would you do differently?
11. Will you take this project further?
12. Are you interested in doing this for a career? Study in university?





Your personal project report can be written in this format. It is recommended to use the bullet points as paragraphs for the report.

**Section 1—Objective A: Investigating**

This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.

**Define a clear goal and global context for the project, based on personal interests**

**In my report:**

- I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”.
- I define the global context that applies best to my project and explain its connection.
- I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me.
- If I made changes to my goal during the project, I explain the changes and why I made them.

**Identify prior learning and subject-specific knowledge relevant to the project**

- I identify what I already knew about this topic/project and the sources of my knowledge.
- I identify what I learned in MYP subject groups before the project started, and how this was helpful.



**Demonstrate research skills**

- I outline the research skills I had when I started the project.
- I discuss the research skills I developed through the project.
- I explain how I may have shared my research skills to help peers who needed more practice.

**Section 2—Objective B: Planning**

This includes all the work you did to plan and organize your project towards a product/outcome.

**Develop criteria for the product/outcome**

**In my report:**

- I refer to the criteria I developed to evaluate the project product/outcome.
- If I made changes to my criteria during the project, I explain the changes and why I made them.

**Plan and record the development process of the project**

- I provide evidence of my planning through timelines, milestones or other tools/strategies.
- I present a record of how the project progressed from start to finish.

**Demonstrate self-management skills**

- I outline the self-management skills I had when I started the project.
- I discuss the self-management skills I developed through the project.
- I explain how I may have shared my self-management skills to help peers who needed more practice.

### **Section 3—Objective C: Taking action**

This is the main “doing” part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.

	<b>In my report:</b>
<b>Create a product/outcome in response to the goal, global context and criteria</b>	<ul style="list-style-type: none"><li>➤ I discuss the product/outcome as the result of the process undertaken during the project.</li><li>➤ I check that I have included evidence of my product to be submitted with my report.</li></ul>
<b>Demonstrate thinking skills</b>	<ul style="list-style-type: none"><li>➤ I outline the thinking skills I had when I started the project.</li></ul>
<b>Demonstrate communication and social skills</b>	<ul style="list-style-type: none"><li>➤ I discuss the thinking skills I developed through the project.</li><li>➤ I explain how I may have shared my thinking skills to help peers who needed more practice.</li><li>➤ I outline the communication and social skills I had when I started the project.</li><li>➤ I discuss the communication and social skills I developed through the project.</li><li>➤ I explain how I may have shared my communication and social skills to help peers who needed more practice.</li></ul>

### **Section 4—Objective D: Reflecting**

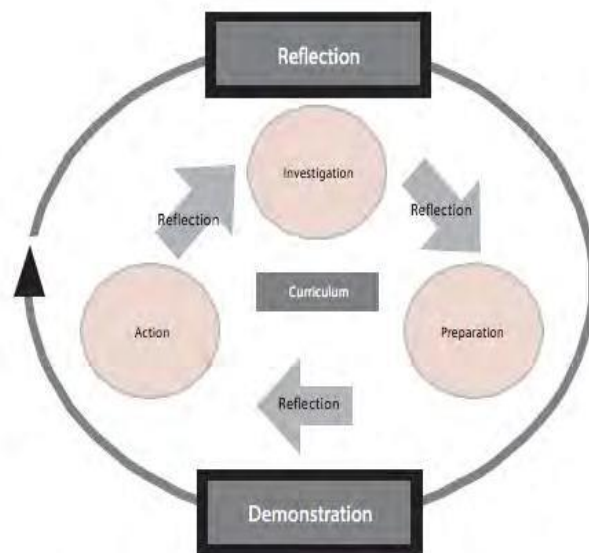
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.

<p><b>Evaluate the quality of the product/outcome against their criteria</b></p>	<p><b>In my report:</b></p> <ul style="list-style-type: none"><li>➤ I evaluate the product/outcome against the criteria I designed.</li><li>➤ I identify the strengths, weaknesses and possible improvements of the product/outcome.</li></ul>
<p><b>Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context</b></p>	<ul style="list-style-type: none"><li>➤ I identify challenges and the solutions I developed to meet them.</li><li>➤ I demonstrate a deeper knowledge and understanding of my topic and my identified global context.</li><li>➤ I base my reflection on evidence, including my process journal.</li></ul>
<p><b>Reflect on their development as IB learners through the project</b></p>	<ul style="list-style-type: none"><li>➤ I identify how I have developed as a learner (using the IB learner profile as appropriate).</li><li>➤ I discuss my strengths and weaknesses in completing the project.</li><li>➤ I summarize the impact the project could have on my future learning.</li></ul>

## How to identify the Global Contexts for the project?

The Global Contexts chosen provides a context for inquiry and research of the project. You choose only **one** global context to define your goal. The reason why you choose **one** Global Context to define your goal is so your project has a **specific** focus. The Global Contexts helps you engage in an inquiry cycle (understanding/ awareness, reflection and action) and this cycle leads you from academic knowledge to thoughtful action. (See process image below.)

Additionally, the Global Contexts provides you with a starting point for the inquiry and investigation. The Global Contexts encourages you to reflect on what it means to a member of the local, national and global communities, and should reflect real-life issues and the concerns you are addressing through completing the project.



# Explorations

## Identities and relationships

Who am I?

Who are we?

i.  
ii.

- Identity
- Beliefs and values
- Personal health
- Physical health
- Mental health
- Social health
- Spiritual health
- Human relationships, including families, friends, role models

Communities and cultures  
What it means to be human

## Fairness and development

What are the consequences of our common humanity?

- Rights and responsibilities
- The relationships between communities
- Sharing finite resources with other people and with other living things
- Access to equal opportunities
- Peace and conflict resolution

## Globalization and Sustainability

How is everything connected?

- The interconnectedness of human-made systems and communities
- The relationship between local and global processes
- How local experiences mediate the global
- The opportunities and tensions provided by world-interconnectedness
- The impact of decision-making on humankind and the environment

## Orientation in space and time

What is the meaning

- Personal histories
- Homes and journeys
- Turning points in humankind

of “where” and “when”?

- Explorations and migrations of humankind
  - Discoveries
  - The interconnectedness of individuals and civilizations
- 

**Personal and cultural expression**

What is the nature and purpose of creative expression?

- The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
  - The ways in which we reflect on, extend and enjoy our creativity
  - Our appreciation of the aesthetic (beauty)
- 

**Scientific and technical innovation**

How do we understand the world in which we live?

- The natural world and its laws
  - The interaction between people and the natural world
  - How humans use their understanding of scientific principles
  - The impact of scientific and technological advances on communities and environments
  - 
  - The impact of environments on human activity
-

**Personal Project Timeline:**

Date	What`s happening
<p style="text-align: center;"><b>Start from Mid-Term 2 of MYP4</b></p>	<p style="text-align: center;"><b><u>Mentor class:</u></b></p> <ul style="list-style-type: none"> <li>➤ Make a list of your interest, skills and talents.</li> <li>➤ Research and brainstorm what needs exist within the local, regional and global community.</li> <li>➤ Consider in what way you might want to take Principled Action. For example, what will you make, construct or demonstrate through completing your Personal Project?</li> <li>➤ Kick start to the Personal Project</li> <li>➤ Supervisors will be assigned and this is preparation for meeting 1:</li>   <li>➤ Consolidate your Principal Action.</li> <li>➤ Discover your Global Context to bring focus your Personal Project.</li> <li>➤ Begin to research and collect information to prepare for Step 3 –</li> <li>➤ Make sure all this information is <b>recorded</b> in your Process Journal before the meeting</li> </ul>
	<p style="text-align: center;"><b><u>Meeting 1</u></b></p> <p><b>During the meeting, you will:</b></p> <ul style="list-style-type: none"> <li>➤ Discuss everything above, which should be in your Process Journal.</li> <li>➤ Explain what Global Context you think is relevant and how this links in with your plans (see Global Context section).</li> </ul>

### After Spring Break

- Make a list of tasks you need to do so you can collect the necessary materials.
- You will also need to consider the order in which these tasks will have to be undertaken.
- **Make sure all this information is recorded in your Process Journal during the meeting.**
- **Schedule** your next meeting with your supervisor.
  
- Write a **reflective** piece in your Process Journal.
- Write down things, which you discussed, decisions that were made and your thoughts about your project as soon as the meeting is done.
- **Move on** to completing the tasks in Step 2: **Planning**.
- **Begin** to work on your bibliography.
- Make sure all this information is **recorded** in your Process Journal.



**Mid -May**

### **Meeting 2**

#### **Before the meeting, you will:**

Know how you are going to take a Principled Action. For example,

- Decide exactly on what you will make, construct or demonstrate at the end of your Personal Project.
- Select a Global Context you will focus on and list the reasons why this is appropriate.
- Begin to collect research and collect information in order to guide you.
- Make sure all this information is **recorded** in your Process Journal.

#### **During the meeting, you will:**

- Discuss the Global Context and justify it.
- Agree on the expectations of your product or outcome.
- Develop some specifications, which you will use to evaluate your product or outcome.
- Discuss how the product or outcome can be evaluated (and by who).
- Agree on the specifications regarding the evaluation of your product/outcome.
- Discuss your bibliography.

**Make sure all this information is recorded in your Process Journal during the meeting.**

**Schedule** your next meeting with your supervisor.

**After the meeting, you will:**

Write a **reflective** piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is completed.

Complete all tasks in Step 2: Planning in your Process Journal.

Move onto Step 3: Taking Action. This is where you will work on the Product/Outcome BUT remember to reflect on this work in your Process Journal.

## MYP5 First Day

### Meeting 3

#### Before the meeting, you will:

- Have made good progress on completing your product or outcome.
- Have collected enough research to help you create your product or
- Outcome. (All of these sources should be in your bibliography.)
- Decide on the final specifications for your product or outcome.
  
- Have a log, in your Process Journal, of all your thoughts, interviews,
- Research, questions and decisions.
- During the meeting, you will:
  
- Discuss the progress you have made on completing your product or outcome.
- Discuss any problems or issues you had come across.
  
- Talk about any changes you have made to your project, which should also be noted in your Process Journal.
  
- Talk about any changes you have made to the specifications of your

- Product or outcome, which should also be noted in your Process Journal.
- Discuss your bibliography.
  
- Make sure all this information is recorded in your Process Journal during the meeting.
- Schedule your next meeting with your supervisor.

**After the meeting, you will:**

- **Write a reflective piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is completed.**
- **Continue to work on collecting research and carrying out the actions needed to complete your product or outcome.**
- **Take Principled Action by working towards completing your product or outcome.**

## October

- Prepare for exhibit in mentor class.
- Product is complete.
- Due in school on Tuesday for the exhibition.
- Set up of exhibit in afternoon. (It is advisable to bring your items in the day before), invited to the evening.
- **Homework:** Write in journal and add in all feedback from the exhibit. This feedback will be necessary for your report, so make sure to have good notes.
- Journal is to be **completed** and if possible, uploaded on Toddle.
- **Complete** bibliography for the report.
- In school, two half days will be given for you to write your report

draft. During this time, you will **complete** the **first draft** of your **final report** and email to your supervisor with a fully updated **bibliography**. Digital feedback will be received before the holiday. (Make sure to refer to the **report checklist** in the back of this booklet.)

- Also, teachers on duty, will check that your bibliography and journal are completed.

<p><b>After Winter Break</b></p>	<p style="text-align: center;"><b><u>Meeting 4</u></b></p> <p><b>During the meeting, you will:</b></p> <ul style="list-style-type: none"> <li>➤ Discuss with your supervisor the corrections made on the first draft of report.</li> <li>➤ Discuss any other questions regarding the completion of your 13 project.</li> <li>➤ Discuss how you will display your learning for the exhibition evening.</li> <li>➤ Make sure all this information is recorded in your Process Journal during the meeting.</li> </ul> <p><b>After the meeting, you will:</b></p> <ul style="list-style-type: none"> <li>➤ Finish your final report and have it ready to hand in by the deadline.</li> <li>➤ Final Report and Process Journal is submitted to the your supervisor and Final Report to Personal Project Coordinator.</li> <li>➤ Create an exhibit of your learning for the exhibition evening.</li> <li>➤ Deadline for Final Report, submit report to supervisor and to Personal Project Coordinator by email, along with upload on Toddle</li> </ul>
<p><b>March</b></p>	<p><b>Exhibition</b></p>

## What are the Personal Project Success Criteria?

### **Criterion A: Investigating**

Evidence located in Process Journal, Report and Exhibition

**Maximum: 8**

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors described by any of the descriptors below.
1–2	<ul style="list-style-type: none"><li>➤ <b>States</b> a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility.</li><li>➤ Identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance demonstrates limited research skills.</li></ul>
3-4	<ul style="list-style-type: none"><li>➤ <b>Outlines a basic and appropriate</b> goal and context for the project, based on personal interests.</li><li>➤ Identifies <b>basic</b> prior learning and subject-specific knowledge <b>relevant</b> to <b>some</b> areas of the project.</li><li>➤ Demonstrates <b>adequate</b> research skills.</li></ul>



5-6	<ul style="list-style-type: none"> <li>➤ <b>Develops</b> a <b>clear and challenging</b> goal and context for the project, based on personal interests</li> <li>➤ Identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>➤ Demonstrates <b>substantial</b> research skills.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>➤ <b>Develops</b> a <b>clear and highly challenging</b> goal and context for the project, based on personal interests.</li> <li>➤ Identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project.</li> <li>➤ Demonstrates <b>excellent</b> research skills.</li> </ul>

## Criterion B: Planning

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	<ul style="list-style-type: none"><li>➤ develops <b>limited</b> criteria for the product/outcome</li><li>➤ Presents a <b>limited or partial</b> plan and record of the development process of the project.</li><li>➤ Demonstrates <b>limited</b> self-management skills.</li></ul>
3-4	<ul style="list-style-type: none"><li>➤ Develops <b>adequate</b> criteria for the product/outcome</li><li>➤ Presents an <b>adequate</b> plan and record of the Development process of the project</li><li>➤ Demonstrates <b>adequate</b> self-management skills.</li></ul>

5-6	<ul style="list-style-type: none"> <li>➤ Develops <b>substantial and appropriate</b> criteria for the product/outcome</li> <li>➤ Presents a <b>substantial</b> plan and record of the Development process of the project</li> <li>➤ Demonstrates <b>substantial</b> self-management skills.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>➤ Develops <b>rigorous</b> criteria for the product/outcome</li> <li>➤ Presents a <b>detailed and accurate</b> plan and record of the Development process of the project</li> <li>➤ Demonstrates <b>excellent</b> self-management skills.</li> </ul>

### Criterion C: Taking action

Evidence located in Product/Outcome, Report and Exhibition

**Maximum: 8**

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	<ul style="list-style-type: none"><li>➤ Creates a <b>limited</b> product/outcome in response to the goal, global context and criteria.</li><li>➤ Demonstrates <b>limited</b> thinking skills.</li><li>➤ Demonstrates <b>limited</b> communication and social skills.</li></ul>
3-4	<ul style="list-style-type: none"><li>➤ Creates a <b>basic</b> product/outcome in response.</li><li>➤ Demonstrates <b>adequate</b> thinking skills.</li><li>➤ Demonstrates <b>adequate</b> communication and social skills.</li></ul>
5-6	<ul style="list-style-type: none"><li>➤ Creates a <b>substantial</b> product/outcome in response to the goal, global context and criteria.</li><li>➤ Demonstrates <b>substantial</b> thinking skills.</li><li>➤ Demonstrates <b>substantial</b> communication and social.</li></ul>

7-8	<ul style="list-style-type: none"> <li>➤ Creates an <b>excellent</b> product/outcome in response to the goal, global context and criteria.</li> <li>➤ Demonstrates <b>excellent</b> thinking skills.</li> <li>➤ Demonstrates <b>excellent</b> communication and social skills.</li> </ul>
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**Criterion D: Reflecting**

Evidence located in Process Journal, Report and Exhibition

**Maximum: 8**

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1–2	<ul style="list-style-type: none"> <li>➤ Presents a <b>limited</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>➤ Presents <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents <b>limited</b> reflection on his or her development as an IB learner through the project.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>➤ Presents a <b>basic</b> evaluation of the quality of the product/outcome against his or her criteria.</li> <li>➤ Presents <b>adequate</b> reflection on how completing the project has extended his or her knowledge and</li> </ul>

	<p>understanding of the topic and the global context.</p> <ul style="list-style-type: none"> <li>➤ Presents <b>adequate</b> reflection on his or her development as an IB learner through the project.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>➤ Presents a <b>substantial</b> evaluation of the quality of the product/outcome against his or her criteria.</li> <li>➤ Presents <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>➤ Presents an <b>excellent</b> evaluation of the quality of the product/outcome against his or her criteria.</li> <li>➤ Presents <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context.</li> <li>➤ Presents <b>excellent</b> reflection on his or her development as an IB learner through the project.</li> </ul>

### CRITERION A: Investigating

Strand	Evidence
Define a goal and global context based on personal interest	Record of mentor meeting to discuss these issues.
Demonstrate research skills	Evidence of source analysis and evaluation.
Demonstrate research skills	Present evidence from your survey in graph form

### Criterion B: Planning

Strand	Evidence
Development of criteria	Table of criteria showing: meeting and exceeding expectations 1 Page of A4 only
Present a plan and record of the development process	Action plan which includes details of reflection and evidence of completion. 1 Page of A4 only
Demonstrate self-management skills	Evidence of setting up mentor meetings, interviews. Could be emails.

### CRITERION C: Taking Action

Strand	Evidence
<b>Create a product/ outcome in response to the goal, global context and criteria</b>	<b>Could be photographs of product development, or other record of progress</b>
<b>Demonstrate thinking skills</b>	<b>Show how you used your research, survey information, sources or interviews to develop your product/outcome.</b>
<b>Demonstrate communication and social skills</b>	<b>This could be the same evidence as the self-management emails or as the survey results.</b>

### CRITERION D: Reflecting

Strand	Evidence
<b>Present an evaluation of your product/outcome against your criteria</b>	<b>Show how you evaluated your product/outcome against your criteria, could be another table</b>
<b>Present how completing the project has extended your knowledge of the topic and the global context</b>	<b>Record of mentor meeting to discuss these issues A journal page showing how your research extended knowledge</b>
<b>Present a reflection on your development as an IB learner</b>	<b>Pages from your process journal (add a title identifying the attribute of the learner profile or the ATL)</b>



## What are the grade boundaries?

Four criteria, with 32 points in total:

Grade	Points Needed
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

## Marking and When You Will Receive Your Grades?

Your supervisor and two other teachers will mark your project. The three teachers will mark your project individually. Then they will meet to discuss your final scores. This process is called standardization and it is used to assure your grade is fair and appropriate. Please see the schedule for when you will receive your marks.

In addition to this, selected personal projects will be sent to the IB MYP for external moderation.

This is necessary to receive the IB MYP certificate. The external moderation gives all of us (teachers and you) a better understanding of where it students 'fit' in the IB global standard. The external moderation enhances teaching practices and your educational program .

## Project Supervisor`s Role:

- PP Coordinator ensures that each student has a project supervisor.
- Project supervisors guide and advise students on selecting topics and setting appropriately challenging goals.
- Schedule meetings to check that students are on track.
- They help students develop responsibility for their own learning, providing guidance in the process and completion of the project.



Supervisors ensure that each personal project is complete. Each personal project submitted for assessment includes:

- MYP projects academic honesty form.
- Personal project report in written, oral, visual or multimedia form
- Evidence of product/outcome.
- Appendix-- no more than 10 pages or screenshots that exemplify the knowledge, understanding and skills developed through the project, including evidence of the product/outcome
- Bibliography.

## Report:

A report is a spoken or written account of something observed, heard, done or investigated.

Possible formats for the MYP personal project report are divided into 4 main areas: written, electronic, oral and visual.

Format	Length		
	English, French, Spanish and Arabic	Chinese	Japanese
Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown in table 18.

Time (audio or audio-visual recording)		Word limit
3 minutes	And	1,200–2,800 words 2,688–3,360 characters 2,400–5,600 kana/kanji
6 minutes	And	900–2,100 words 2,016–2,520 characters 1,800–4,200 kana/kanji
9 minutes	And	600–1,400 words 1,344–1,680 characters 1,200–2,800 kana/kanji
12 minutes	And	300–700 words 672–840 characters 600–1,400 kana/kanji

**Table 18**  
*Length requirements for multimedia reports*

### **Plagiarism and Academic Honesty:**

The work in the personal project must be your own. You and your supervisor must use the academic honesty form provided by the IB to note your meeting dates and the main points discussed and to declare the academic honesty of work.

If you plagiarize (copy) someone else’s words without acknowledging where they came from, you will fail.

You will also fail if you copy someone else’s personal project and will be required to do a new personal project under the guidance of the same supervisor. This is a very serious offence.

## Reference

“Personal Project: Personal Project Home & Required Forms.” LibGuides, concordian-thailand.libguides.com/c.php?g=587241.

“<https://www.sts.ab.ca/File/Mysts/2019-2020-Student-Personal-Project-%E2%80%8EHandbook.Pdf>.”

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