INTERNATIONAL SCHOOL LAREN

Building bridges for life

MYP Exam Booklet2023

Middle Years Programme

Leading MYP eAssessment school

Google classroom code: ucbxrff

2022-2023

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This booklet contains information concerning the May 2023 eAssessment exam session. You should take the time to read it carefully. You will receive more logistical details April 3, 2023. It is important that you take responsibility for your own schedule and that you are proactive in solving any problems that may arise.

Mrs. Goossens is the MYP Coordinator and responsible for all the MYP exams. You must contact her at school if you have any questions or concerns.
During the exam period, if you have a problem attending any exams, you must immediately notify her via the school service point. The telephone number is 035-5206 2202 or 06-11004263

The google classroom contains all relevant information as well as practice material. Google classroom code: ucbxrff

The MYP certificate

In order to receive the IB MYP certificate, students must achieve a total of at least 28 points, with a grade of '3' or higher in 8 eAssessment components. The maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required e-Assessment.

Students will hear in the new school year 2023-2024 (when all subjects are marked and moderated) if they have completed all the requirements for the MYP certificate. The certificate is not included in the promotion requirement for going to the next year level at International School Laren.

MYP eAssessment

MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills, and the ability to apply knowledge in unfamiliar situations.

At International School Laren, eAssessment comprises three strategies for assessing what students know and can do:

- The ePortfolio of carefully defined coursework in arts (Music or Theatre), using a process of dynamic sampling to moderate results to a global standard
- The on-screen examinations for Language and literature (Dutch and/or English), Language acquisition (Dutch, English and/or Spanish), Individuals and societies (History), Sciences (Biology), Mathematics, and interdisciplinary learning. Onscreen exams are 2 hours in duration except for Language acquisition, these are 1h45 in duration.
- The personal project: a student-centered and age-appropriate extended project in which students consolidate their learning throughout theprogramme.

ISL's eAssessment model

On-screen examination subjects	Biology, Dutch, English, History, Interdisciplinary, Mathematics, Spanish Individually, externally marked
Coursework ePortfolio	Arts Internally marked, externally moderated (dynamic sampling)
MYP Personal project	Internally marked, externally moderated (dynamic sampling)

International School Laren MYP eAssessment model

Common features

On-screen examinations comprise three extended tasks and a series of stimulus materials or background resources to engage students with interesting scenarios and problems. Background resources are available in a range of multimedia formats, and students will be able to respond in various ways using tool sets selected to support subjects and question types.

Each task targets at least one assessment criterion, and each question is carefully written to stimulate a response that demonstrates student achievement with respect to strands within those criteria. The tasks pose a range of questions—fromopen-ended prompts that cover multiple strands within a criterion to shorter strand-specific questions. Tasks are designed to offer students opportunities to reach the highest levels of achievement and to distinguish performance across those levels. Each examination has an equal distribution of demand and marks across the four MYP subject-group criteria.

Each task begins by explicitly identifying its key and related concepts. Each task has a single key concept but may engage multiple related concepts. At least two different key concepts

will be covered somewhere in each on-screen examination.

The MYP structures sustain inquiry by developing conceptual understanding in global contexts. Each examination series will focus on a specified global context.At least one task on each assessment will be developed considering this global context.

Global Context

For the May 2023 eAssessment session the global context will be:

Globalization and sustainability

The focus question of this global context is: How is everything connected?
Students will explore 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.

On-screen examinations

Each disciplinary on-screen examination comprises three tasks; one task is connected with, inspired by or derived from the selected global context. The whole of the interdisciplinary learning on-screen examination is inspired by the selected global context.

ePortfolio submissions

Partially completed unit planners for Arts will be developed with reference to the selected global context.

Topics

Subject	Topic list
Language and Literature (English and/or Dutch)	Forms of literature in MYP language and literature courses typicallyinclude poetry, prose (short stories and novels from a variety of genres), mythology and drama. Additional literary and non-literary texts include: • multimedia texts, including screenplays, film, televisionprogrammes and drama series • biography and autobiography • essays, letters, narrative non-fiction and informational text • speeches, oral traditions • graphic novels. Works of literature and non-literary texts studied in MYP language andliterature courses must provide vocabulary, syntax, depth and levels ofmeaning and styles of language of appropriate sophistication. Ideas and issues typically explored in the classroom might include: • identity, heritage, culture, diversity • communities, globalization, migration, displacement • social history, civilizations, journeys • media and mass communication • childhood, adolescence, youth, rebellion, innocence andexperience • families, friendships, relationships • systems, power and protest, justice, peace and conflict, freedom and independence • health and well-being, environment, lifestyle • social roles, norms and expectations, gender, inclusion,minorities, class • utopias, dystopias, survival • religion, faith, values, ritual, spirituality, taboos • allegiance, betrayal, revenge, atonement, forgiveness.
Language acquisition (Spanish and/or Dutch)	Identity and culture • Self, family, friends • Free time and leisure • Food and drink and health • Festivals and celebrations Education and the world of work • School life • Future plans • Jobs The world we live in • The weather • The environment • Global issues Local area, travel and tourism • House and home • Local area • Holidays • Culture and communities Technology and the media • Mobile technology • Social media

Subject	Topic list
Mathematics	Number: • Forms of numbers: integers, fractions, decimals, exponents, absolute value, standard form (scientific notation), recurring decimals and surds/ radicals Number systems: set of positiveintegers and zero (N), integers (Z), rational numbers (Q), irrational numbers (Q'), and real numbers (R) • Sets Venn diagrams • The four number operations • Prime numbers and factors, including greatest common divisorand least common multiple • Number lines • Units of measurement • Ratio, percentage; direct and inverse proportion • Number sequences • Integer exponents Algebra: • Addition, subtraction, multiplication, and division of algebraicterms • Factorization of algebraic expressions • Substitution • Rearranging algebraic expressions • Algebraic fractions • Integer and fractional exponents (including negative numberexponents) • Patterns and sequences • Algorithms • Functions – ▪ Types of functions: linear, quadratic, exponential, sine, and cosine ▪ Domain and range ▪ Transformations • Equations: ▪ Linear ▪ Quadratic ▪ Simultaneous • Inequalities Geometry and trigonometry: • Geometrical elements and their classification • Distance • Angle properties • Triangle properties • Perimeter/area/volume • The Cartesian plane • Trigonometric ratios in right-angled triangles • Simple transformations, including isometric transformations • Circle geometry Statistics and probability: • Graphical analysis and representation (pie charts, histograms,line graphs, scatter plots, box-and whisker plots)

	• Population sampling • Measures of central tendency/location (mean, mode, median, quartile, percentile) for discrete and continuous data • Measures of dispersion (range, interquartile range) for discrete and continuous data • Probability of an event • Probability of independent, mutually exclusive, and combinedevents • Probability of successive trials
Biology	• Cells (tissues, organs, systems, structure, and function; factorsaffecting human health; physiology; vaccination) • Organisms (habitat, ecosystems, interdependency, unity, anddiversity in life forms; energy transfer and cycles [including nutrient, carbon, nitrogen]; classification) • Processes (photosynthesis, cell respiration, aerobic andanaerobic, word and chemical equations) • Metabolism (nutrition, digestion, biochemistry, and enzymes;movement and transport, diffusion; osmosis; gas exchange; circulation, transpiration, and translocation; homeostasis) • Evolution (life cycles, natural selection; cell division, mitosis, meiosis; reproduction; biodiversity; inheritance and variation,DNA, and genetics) • Interactions with environment (tropism, senses, nervous system, receptors, and hormones) • Interactions between organisms (pathogens/parasites, predator/prey, food chains and webs; competition, speciation,and extinction) • Human interactions with environments (human influences, habitat change or destruction, pollution/ conservation, overexploitation, mitigation of adverse effects) • Biotechnology (genetic modification, cloning; ethical implications, genome mapping and application, 3D tissue andorgan printing)
History	• Superpowers, empires, and supra-national institutions and • organizations • Peace and conflict • Significant individuals • Independence and national identity • Rights and social protest • Industrialization, industry, and labor • Globalization: trade, aid, exchange, and flows • Intellectual and ideological movements/developments • Pioneers, innovators, and developers • Health and medicine • Individual, household, and daily life • Social, cultural and artistic developments

Interdisciplinary learning on-screen examination

For the new MYP assessment model, the interdisciplinary learning on-screen examination will be based around the global context chosen for each session. To facilitate a deep analysis of the global context, and to provide a focus for the interdisciplinary learning on-screen examination, pre-release material is published. The pre-release material comprises multimedia stimuli and/or case studies related closely to the session's global context. Through the pre-release material students can engage with the global context and begin making connections with what they have studied in MYP subject groups and their own individual learning.

Please find a link to the pre-release material **here.**

The subject group focus for the interdisciplinary exam in May 2023 is **sciences** and **mathematics**.

As announced earlier, the global context for the May 2023 session is **globalization and sustainability**.

Frequently asked questions **How will the pre-release material be used in the interdisciplinary examination?** In the interdisciplinary examination, each task reflects the session's global context. Pre-release material provides background information, explores one or more contemporary real-world challenges, and offers disciplinary and interdisciplinary sources that students need to understand in order to successfully complete the examination. The pre-release material will be available in the on-screen environment during the examination. The examination will also contain new, unfamiliar information that students must synthesize with the pre-release material in order to complete the required tasks.

How should students and teachers use the pre-release material to prepare for the interdisciplinary examination? Students can work independently (alone or in student-organized groups), or in a range of school-based settings (for example, in small group and whole-class discussions) to develop their understanding of the pre-release material. Teachers can work with students to make inquiries into the pre-release material and its connections with the session's global context.

Statement of inquiry

Investigating and interpreting evidence from multiple perspectives supports decision-making in the transition to sustainable transport.

What are some questions that can lead to productive discussions about the prerelease material?

- What words and ideas in the sources are new, challenging to understand, or have unique meanings in this context?
- How does the pre-release material express disciplinary and interdisciplinary ways of knowing?
- How is everything connected?
- What are some different forms of sustainable transport?
- How can we identify the most sustainable transport methods?
- What factors need to be taken into consideration when developing a sustainable transport system?
- To what extent do personal circumstances

Students and teachers should develop their own factual, conceptual and debatable questions about the pre-release material. It is also important to consider how teaching and learning in MYP subject groups might inform and be integrated with the global challenges introduced by these sources.

Command terms

MYP Command Terms	
MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups. These instructional verbs indicate the level of thinking and type of performance (or behavior) that is required of students. They are closely related to generaland subject specific ATL skills, and they make explicit a shared academic vocabulary that informs teaching and learning in the MYP.	
Command Term	Definition
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also “Use”.)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.

Contrast	Give an account of the differences between two (or more) items orsituations, referring to both (all) of them throughout.
Create*	To evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with worksof art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation orrelationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearlyand supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the textand also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil.A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptionsand interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and drawconclusions from given information.

Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”.)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use ofa calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To whatextent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or nocalculation is required. Working does not need to be shown.

Important dates:

Mock exams:	Thursday December 1st	08.30-14.30 o'clock
IDU preparation:	Wednesday April 12th	13.00-14.30 o'clock

Dates of the MYP onscreen exams May 2023:

NB:

- May 19th is Ascension Day, and you are expected to write your exams
- You can sign up for lunch on May 19th !

Date	Subject	Assembly L26	Exam time
Tuesday May 9th	English LL	10.00	10.30-12.30 (SEN 10.30-13.00)
Wednesday May 10th	History	14.00	14.30-16.30 (SEN 14.30-17.00)
Thursday May 11th	Mathematics	14.00	14.30-16.30 (SEN 14.30-17.00)
Friday May 12th	Spanish LA	10.00	10.30-12.15 (SEN 10.30-12.45)
Tuesday May 16th	Biology	14.00	14.30-16.30 (SEN 14.30-17.00)
Friday May 19th	Dutch LL	09.30	10.00-12.00 (SEN 10.00-12.30)
	Dutch LA	09.30	10.00-11.45 (SEN 10.00-12.15)
	IDU	15.00	15.30-17.30 (SEN 15.30-18.00)

General information

General rules:

Before each exam, all mobile and other communication devices must be handed in.
Students will no longer have access to the examination room after the exam has started.
Students will not be permitted to leave the exam room when they are finished. Bring a book to read!

Food and Drink

Please note that no food is allowed in the exam room; however, it is recommended that students bring in a small bottle of water. No other drinks are permitted. Anyone with a medical condition that requires them to eat during a long exam must submit a doctor's note ahead of

time to Mrs. Goossens. If a sanitary break is necessary, an invigilator will guide thestudent to the toilet.

Personal Belongings

Bags, wallets, valuables, and coats should be left in your lockers. Mobile phones, smartwatches, and other communication devices must be switched off and will be handed to the invigilators.

At the start of the exam, you will be asked whether you have brought "illegal" material into the exam room. This may be defined as anything that may give you an unfair advantage or create a disadvantage to others in the exam.

Do not write on your arms or bring in revision notes; the punishments are severe and non-negotiable, even if you do this accidentally.

Provisions:

During most exams (except languages), you will be provided with an English/English dictionary.

During the Mathematics exam, you will be provided with the MYP Mathematics formula booklet.

You will be provided with scrap paper and a pencil to make notes.

You will be provided with a pair of headphones, which must be used for theaudio/visual elements of each exam. Should you wish to bring your own headphones/earphones, you may do so (but check they are working!).
These cannot be wireless headphones

You will be assigned to a specific seat in the exam room. This will be where you will sit for every exam.

AND…

Please read the "Conduct of the Examinations" found in the appendices to this booklet and on display inside and outside the examination room. Not knowing the rules is not an excuse.

- Once you are in the exam room, <u>do not</u> speak or communicate with your fellow candidates in any way.
- <u>Do not</u> leave your seat to get paper or to ask a question.
- <u>Do not</u> request or attempt to hand anything from or to a fellow student.
- Always raise your hand to gain the attention of the invigilator, who will be happy to help you.

Middle Years Programme

Conduct of the examinations

Notice to candidates

The following instructions must be observed for all IB examinations. Failure to comply may result in no grade being awarded for the subject being examined.

If you do not understand these instructions, please contact your coordinator.

Arrive on time for your examination. You are not permitted to leave the examination within the first 60 minutes, or the last 15 minutes.

Do not communicate with other candidates in the examination room.

Do not bring any unauthorized materials to your desk.

Follow all invigilator instructions. Raise your hand if you require the invigilator's attention.

Do not take any examination material out of the examination room.

Ensure that you report any incidents of possible misconduct to your coordinator.

Do not discuss the content of the examination with any other person in the next 24 hours.

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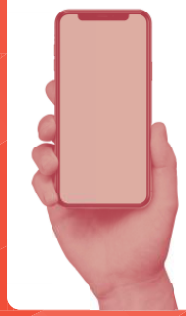
Middle Years Programme

Conduct of the examinations

Items not permitted

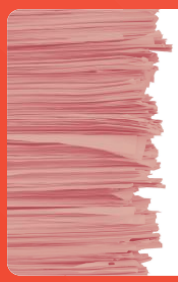
If you take any of the following items into an IB examination - *even by mistake* - you will be in breach of regulations and may not be eligible for a grade in the subject being examined.

If you do not understand these instructions, please contact your coordinator.

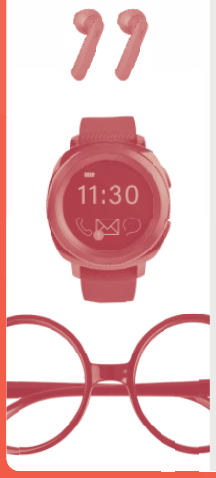


Electronic equipment

Books or guides

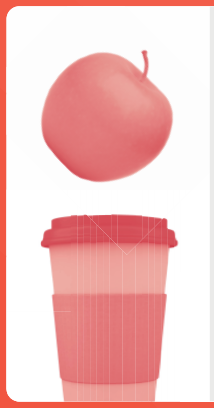


Rough/scratch paper or notes



Wearable technology

Note that this includes, but is not limited to, smart watches, smart glasses, and wireless headphones.



Refreshments

Water is permitted at the discretion of the coordinator.

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On-screen exams: information for candidates

What should I do in advance of the exam?

- Ensure that you have fully familiarised yourself with the on-screen exam software
- If you will be using your own personal laptop for an exam, make it available to your coordinator so a "compatibility check" can be conducted
- Ensure that you have a copy of the exam timetable and know where and when each of your exams is scheduled
- Learn your six-character candidate code, which you will need to log in to the exam
  - *But don't worry if you do forget it on the day – your invigilator will have it too*
- Read thoroughly the *Notice to candidates*, a copy of which should be provided by your coordinator
  - *Pay particular attention to the information about academic misconduct – if you are caught in breach of these regulations you may forfeit your right to a grade*

What should I bring to the exam?

- A pair of headphones (for listening to videos/audio within the exam)
  - *These cannot be wireless*
- A pen and/or pencil for writing rough/scratch notes
  - *Paper will be available upon request in the exam room*
- Water is allowed, but please check with your coordinator first

What items are not allowed in the exam?

- Hand-held calculators
  - *There is an application available within the exam*
- Any electronic equipment
  - *Such as your mobile/cell phone, smart watch or smart glasses*
- Any notes, books, guides etc.

What should I do before the exam begins?

- If you are using your own personal laptop to sit the exam, ensure it is provided to the coordinator fully charged (and, if possible, always include the power cable)
- Arrive on time – you may not be allowed to sit the exam if you arrive late
  - *If you are running late, contact your school to let them know, if possible*
- Before you enter the exam room, complete a final check of your pockets, to make sure you are not carrying any unauthorized material
- Listen carefully to any instructions or announcements made by your coordinator and/or the invigilator

What about during the exam?

- Read all instructions carefully
- The five minutes reading time (provided before the exam begins) is a perfect opportunity to familiarize yourself with the layout of the exam
  - *You won't be able to write any answers during this time*
- A clock is viewable in the top-right corner of your screen
  - *Though you can hide it if preferred, and the invigilator will announce when there are 60, 30 and 5 minutes remaining of the exam*
- There is an option in the exam to quit early but only do so if you are sure that you have completed as many answers as possible
  - *The option is not available during the first 60 minutes or last 15 minutes of the exam, as you are not allowed to leave during these times*
  - *Once you have quit the exam and left the exam room you will not be allowed to return*
- If you experience any problems or require assistance, put your hand up to attract the invigilator's attention

What should I do once the exam has ended?

- Remain seated until instructed otherwise
- Complete the optional 10-minute Reflection Journal if you wish
- Hand in any rough/scratch paper (used or unused)
- Do not take any laptop away from the exam room after the exam has ended – even if it is your own
  - *You should have arranged with your coordinator a convenient time to retrieve it later*
- Do not discuss the content of the exam with anybody outside your immediate school cohort within 24 hours of the exam ending

Good luck!