### Overview of Personal Project

**Process Journal**
Include evidence of planning, organisation, communication with your mentor, supervisor, etc., research notes and sources, reflection on your progress.

- Evidence of progress and problems can include comments, emails, dates, diagrams, drawings, measurements, photos, photocopies, etc. *Some of your entries (ie. action plan) will be included as Appendices in your report.*
- You will also photocopy up to 10 extra pages to submit with your report.

The process journal should be sighted and signed at each meeting with your supervisor. Use a column in your Process Journal to record any examples of your use of ATLs.

**Investigating (Criterion A)**

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

Maximum 8 marks

- Clearly state your goal. What do you hope to achieve?
- When and why did you become interested in this topic?
- What do you already know about the topic? What do you need to find out?
- Identify your Global Context and provide justification (reasons why it fits your product/outcome). Include research of your Global Context (in-text references).
- Describe your research process. What information do you need?
  - How did you locate and select your sources of information?
  - Identify sources (in-text references), explain what you learned and evaluate the sources you consulted.
  - Use different types of resources (books, websites, people, videos, journals, etc.)
- In your evaluation of each source discuss how relevant it is to your needs and how reliable it is (Accuracy – Authority – Currency – Bias – Audience).
- Identify research skills you’ve used or developed and explain HOW they were used or developed.

**Planning (Criterion B)**

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

Maximum 8 marks

- Identify 6-8 relevant and specific criteria related to Aesthetics, Cost, Customer, Environmental considerations, Function, Manufacturing, Materials, Safety, Size/Measurements and Content. Include a testing method for each criterion. *Remember that you will evaluate your criteria in REFLECTING.*
- Describe the process you intend to follow. Provide examples of steps you will undertake (brainstorming alternative designs or ideas; assistance you will seek; arranging contact; selecting of materials or tools; programs/courses; problem solving; developing skills and/or understanding; and feedback you will seek.)
- How are you going to manage your time and commitment to PP? Mention your Process Journal entries, writing the Report and working on the product. *(Examine Timeline on PP website).*
- Identify self-management skills you’ve used or developed and explain HOW they were used or developed.
# OVERVIEW OF PERSONAL PROJECT

## Taking Action (Criterion C)

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

Maximum 8 marks

- ✔ What did you have to do to complete your product? **Record the actual process,** particularly if it differs from your planned process. Did you have to modify your goal or criteria after consultation? **What problems did you encounter? Were you able to find solutions?** Mention any advice or assistance you may have received from your mentor, parents and/or supervisor.
- ✔ Have you met each of the design criteria?
- ✔ How did the Global Context influence your product? What focus question/s did you apply to ensure that the Global Context was relevant and integral to your product/outcome?
- ✔ Identify thinking, communication and social skills you’ve used or developed and explain **HOW** they were used or developed (*See PP Guide*).

## Reflecting (Criterion D)

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

Maximum 8 marks

Reflection should be both **personal AND external** (impact on community/world)

- ✔ How well does your completed product/outcome measure up to your expectations? What impact are you attempting to make?
- ✔ Evaluate the quality/success of your product against **ALL** of your design criteria in **PLANNING**.
- ✔ How has the process of completing the project increased your knowledge and understanding of:
  * your topic?
  * your global context?
- ✔ How have you developed as an IB learner throughout the project (*See IB Learner Profile in PP Guide*)? Provide 2-3 examples.

*Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.*

### ATLs

Include information about your development of 3-4 ATLs

- Critical thinking
- Creative thinking
- Communication
- Collaboration
- Organisation
- Transfer

### ATLs

Include information about your development of 2-3 ATLs

- Reflection
- Communication

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Margaret Chapple
<table>
<thead>
<tr>
<th><strong>OVERVIEW OF PERSONAL PROJECT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>References</strong></td>
<td>APA format, range of resource types you consulted (websites, books, people, etc.)</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>Items you have created (ie. survey as a testing method for your criteria) or samples from your Process Journal (ie. action plan, emails, diagrams, research/interview notes, tables, etc.) that support statements in your report.</td>
</tr>
<tr>
<td><strong>Extra Process Journal samples</strong></td>
<td>In a separate plastic sleeve, include up to 10 photocopied entries from your Process Journal that support the ATls you have discussed in your report (1 entry = maximum of one A4 page)</td>
</tr>
<tr>
<td><strong>Academic Honesty Form</strong></td>
<td>Completed and signed by both student and supervisor at 3 different meetings in Summer and Autumn Terms</td>
</tr>
<tr>
<td><strong>Self Evaluations</strong></td>
<td>Completed by each student during Summer and Winter Terms</td>
</tr>
</tbody>
</table>