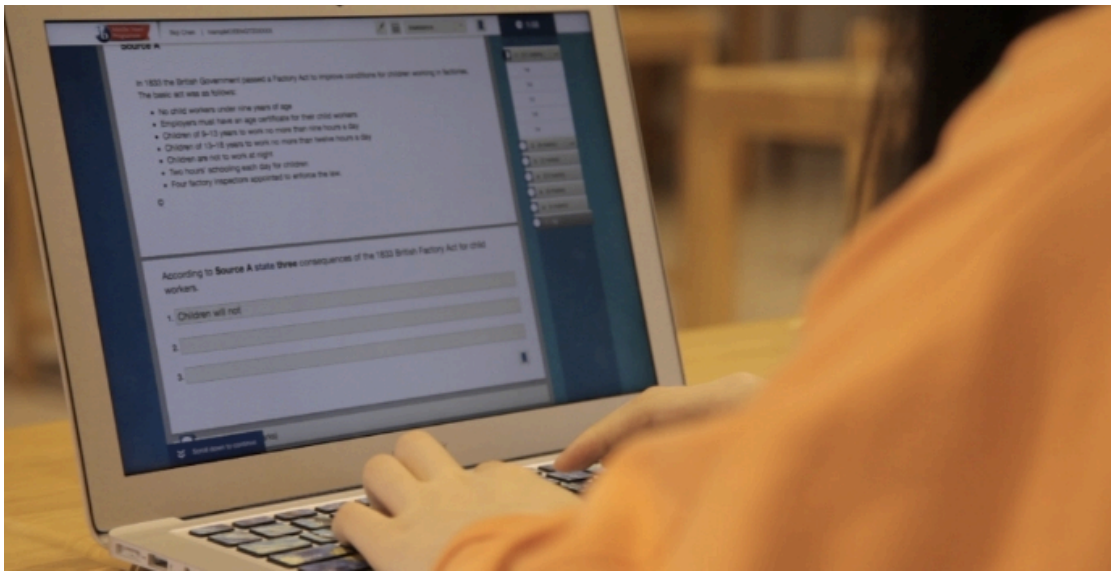
MYP exam booklet

2022

Name:_____



Contents:

General

On-screen exams

This booklet contains all relevant information concerning the May 2022 Exam session. You should take the time to read it carefully. 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 teacher with responsibility for all the MYP exams. You must contact her at the 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 035-5395422 or 06-11004263

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 eAssessment.

Students will hear whether they are eligible to receive the certificate in the new schoolyear when all subjects are marked and moderated. The certificate is not included in the transition requirement of Laar & Berg.

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 Laar & Berg eAssessment comprises three strategies for assessing what students know and can do:

- ePortfolios of carefully defined coursework in arts, using a process of dynamic sampling to moderate results to a global standard
- on-screen examinations for Language and literature (Dutch and English), Language acquisition (French and/or German), 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.
- personal project: a student-centered and age-appropriate extended project in which students consolidate their learning throughout the programme.

Tuesday April 12th, all students of Laar & Berg will practice with the onscreen exams as well as prepare for the Interdisciplinary exam. The schedule for this day will be published later.

On-screen examination subjects	Biology, Dutch, English, History, Interdisciplinary, Mathemetics, German, French Individually, externally marked

Coursework **ePortfolio**	Arts Internally marked, externally moderated (dynamic sampling)

MYP **Personal project**	Internally marked, externally moderated (dynamic sampling)

Laar & Berg 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—from open-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 2022 eAssessment session the global context will be:

Personal and cultural expression

The focus questions and description of this global context are:

What is the nature and purpose of creative expression?

Students will explore 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.

How will the global context be reflected in the eAssessments?

On-screen examinations

Each disciplinary on-screen examination comprises three tasks, **one** task relates to, is 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	Forms of literature in MYP language and literature courses typically include 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, television programmes 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 and literature courses must provide vocabulary, syntax, depth and levels of meaning 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 and experience • 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	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
Mathematics	Number: • Forms of numbers: integers, fractions, decimals, exponents, absolute value, standard form (scientific notation), recurring decimals and surds/ radicals Number systems: set of positive integers 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 divisor and 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 algebraic terms • Factorization of algebraic expressions • Substitution • Rearranging algebraic expressions

	• Algebraic fractions
	• Integer and fractional exponents (including negative number exponents)
	• Patterns and sequences
	• Algorithms
	• Functions –
	  o Types of functions: linear, quadratic, exponential, sine and cosine
	  o Domain and range
	  o Transformations
	• Equations:
	  o Linear
	  o Quadratic
	  o 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 combined events
	• Probability of successive trials
	•

Biology	• Cells (tissues, organs, systems, structure and function; factors affecting human health; physiology; vaccination) • Organisms (habitat, ecosystems, interdependency, unity and diversity in life forms; energy transfer and cycles [including nutrient, carbon, nitrogen]; classification) • Processes (photosynthesis, cell respiration, aerobic and anaerobic, 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 and organ 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 labour • 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

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 behaviour) that is required of students. They are closely related to general and 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 or situations, 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 works of 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 or relationship.
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 clearly and 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 text and 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 assumptions and 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 draw conclusions 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 of a 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 what extent	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 no calculation is required. Working does not need to be shown.

Dates and times of the MYP onscreen exams May 2022:

Group 1: y4a & gr10b, Group 2: y4b & gr10a & SEN

Date	Subject	Group	Assembly	Exam time	Lessons
Tuesday May 10th	English LL	1	07.45 Campus	08.00-10.00	After period 3
		2	10.00 LK3/4	10.30-13.00	After period 6
Wednesday May 11th	French LA	Y4fr	08.45 Campus	09.00-10.45	No lessons
Wednesday May 11th	History	1	11.45 Campus	12.00-14.00	UTAI period 3
		2	14.00 LK3/4	14.30-17.00	UTAI period 6
Thursday May 12th	Mathematics	1	11.45 Campus	12.00-14.00	UTAI period 3
		2	14.00 LK3/4	14.30-17.00	UTAI period 6
Monday May 16th	German LA	Y4gm	12.45 Campus	13.00-14.45	UTAI period 4
Tuesday May 17th	Biology	1	11.45 Campus	12.00-14.00	UTAI period 3
		2	14.00 LK3/4	14.30-17.00	UTAI period 6
Friday May 20th	Dutch LL	1	07.45 Campus	08.00-10.00	After period 3 UTAI period 7
		2	10.00 LK3/4	10.30-13.00	No lessons
Friday May 20th	IDU	2	NA	13.00-15.30	No lessons
		1	15.30 LK3/4	16.00 – 18.00	After period 3 UTAI period 7

General information

Exam Location – assembling and leaving

All MYP exams will take place in the campus. The assembly point is in front of the entrance of the campus OR in rooms LK3 & LK4. Please have a close look at what time you are expected.

All mobile and communication devices will be handed in.

No more access 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 the student 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 in 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 a simple English/Dutch 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 the audio/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 further in 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, do not speak or communicate with your fellow candidates in any way.

- Do not leave your seat to get paper or to ask a question.

- Do not 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 in the MYP on-screen examinations

Notice to candidates

General

1. Candidates must know their school code and six-character alpha-numeric personal code.
2. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
3. No form of refreshment may be taken into the examination room. (At the discretion of the coordinator, drinking water is permitted.)
4. Candidates may take to their desk/table only the following:
   - A pen and/or pencil for making rough/scratch notes
   - A translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)

   If required by the coordinator/invigilator, any dictionary brought into an examination must be available for inspection.
5. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/ invigilator and remain seated until permission is given to leave the examination room.
6. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right (at any time) to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examination.
7. Five minutes' reading time is permitted for all examinations; candidates will not be able to enter responses during this time.

Arrival

8. Candidates should arrive at least 10 minutes before the start of an examination.
9. Candidates arriving after an examination has started may not be permitted entry.

Temporary absence

10. In cases of emergency, at the discretion of the coordinator/ invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
11. A candidate will be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.
12. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Academic misconduct

13. During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
14. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
15. If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/ mobile phone), this material must be given to the coordinator/ invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.
16. No candidate is permitted to borrow anything from another candidate during an examination.
17. A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.

Early departures

18. Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination.
19. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

End of the examination

20. Candidates must give any rough/scratch paper to the coordinator/ invigilator at the end of the examination.
21. Candidates must leave the examination room in a quiet and orderly manner.
22. Candidates must not disclose or discuss the content of any examination with any person outside their immediate school community within 24 hours of an examination ending. This includes any form of communication, whether verbal, written or electronic (be that through social media or direct contact).

If you do not understand these regulations please contact your Middle Years Programme coordinator.

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