



*Annandale High School  
2009-2010  
GUIDE TO  
IB MYP PERSONAL PROJECT*

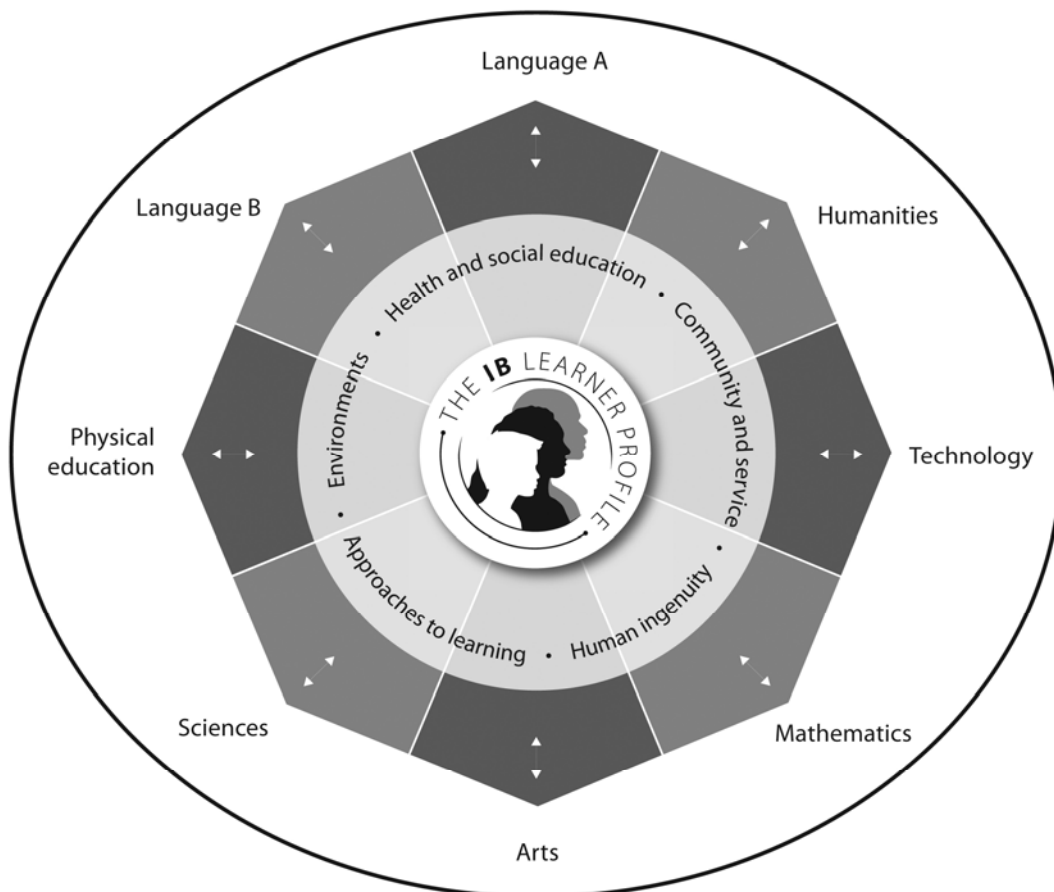
Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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Also, please access our Blackboard Site  
<http://www.fcps.edu/fcps247.htm>



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## INTRODUCTION TO THE PERSONAL PROJECT

### What is a Personal Project?

The personal project is **your** project to do what **you** want to do, to show the skills you have developed over the years in your subjects and through approaches to learning (ATL), and to apply them to the chosen goal that focuses on dimensions of the area(s) of interaction.

The personal project holds a place of special importance in the MYP, and so it should be clearly focused on an issue or theme closely related to the areas of interaction. Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do.

### Phase 1 June-September

#### *The Summer Assignment*

The summer assignment is designed to allow you to focus the project specifically so that when you return to Annandale in the Fall you are ready to meet with a supervisor of your choosing (but they must be a faculty member, teacher/counselor/administrator, at Annandale High School or Poe or Holmes Middle Schools).

This is the beginning of your process journal.

### Phase 2 and 3 October-January

#### *Research*

When you have found a source of information or inspiration, you will need to decide how useful it is. **The list of sources in your report should only include those you have actually used.**

Remember to keep the goal of your project in mind. This will help you to select what is useful and relevant.

**Always write down the source of your material.** This information will vary according to the type of source consulted.

- A book: record the author(s), title, edition, series, bibliographical address (city, editor and date of publication).
- An interview: record, for example, the name, address and function of the person.
- An experiment: record, for example, the apparatus and the circumstances.
- A work of art: record, for example, the name, artist or other reference (such as the location of a gallery or museum)
- An Internet site: record the address, the name of author and the date of publication.

**Remember:** *The librarians at Annandale High School have the resources to assist you as you progress through your states of research. Consider making appointments with them during Flex periods and after school!*

#### **Reflection and Product Development**

Depending on the nature of your project, you will need to reflect on, analyze, criticize and synthesize the material in a constructive way. You may also have to change your original plans in the light of circumstances or new information. **Consult your supervisor regularly.**

You must maintain a process journal containing all your thoughts, decisions and actions. This is a document that allows you to record your progress as you work on the project. It need not be neat or well presented, but should be completed honestly and regularly to show you how your project is developing. It can be used to show your supervisor the rate and direction of progress being made. It will also guide you as you write your project report.

### Phase 4 April 5-7 *Presentation and Evaluation*



#### **The Process Journal**

A process journal is required because it provides support to students. It should be updated regularly during the development of the project, and should be used to record progress honestly, containing thoughts, ideas, decisions, feelings and reflections. It does not need to be well presented, but the students should use it in discussions with supervisors.

The process journal or log book is a particularly useful tool for students because it helps in the organization of the structured piece of writing, an important part of the project.

## Presenting the Outcome

### *Project outcome*

Towards the end of the personal project you will need to think carefully about how you should present it. You must always consider your presentation from other people's perspectives who come to see you during the exhibit.

The nature of the presentation will vary depending on the type of personal project.

### *Written report*

However, all personal projects must include a structured piece of writing. This is the written report, that accompanies all projects. Please refer to the template in our Blackboard Organization and use this to draft your final written report.

Remember that if you have decided to explore a particular issue for your personal project, your structured writing will include a description of your process and your findings as well as your analysis of the issue and your observations and reactions. In that case, the piece of writing will be much longer than the presentation of a creative product or an event, for example.

**The written report for the personal project must not be longer than 4,000 words.**

## AIMS AND OBJECTIVES

### *Aims*

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

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

### *Objectives*

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

#### **A Planning and Development**

Students should:

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

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

Students should:

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

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

Students should:

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

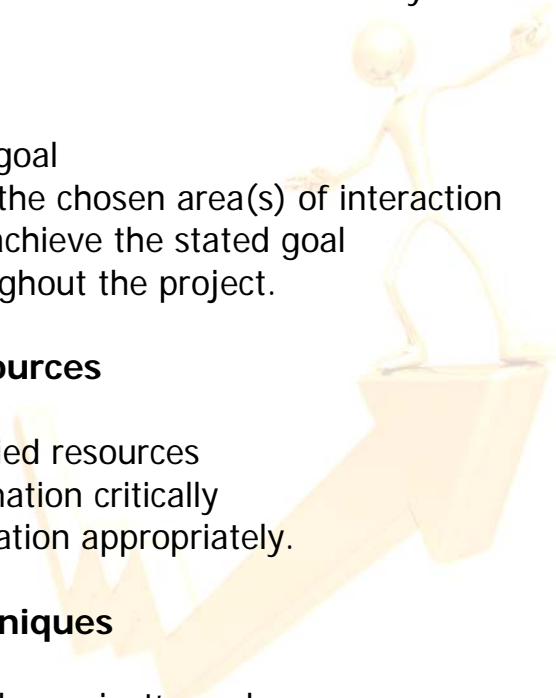
#### **D Analysis of Information**

Students should:

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

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

Students should:



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

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

Students should:

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

## **G Personal Engagement**

Students should:

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

## PERSONAL PROJECT REQUIREMENT: THE WRITTEN REPORT

Your personal project should include a **product** and a **report** in the form of a structured piece of writing. **The Annandale written report template on Blackboard is for organization and DRAFTS of the report, not the final copy that is turned in. Final copies must be in essay format.**

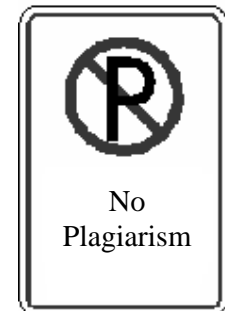
The length of the written work within a personal project varies, given the variety of types of projects that is acceptable. The IBO expects students to express reflective thinking in a concise and precise manner. Where students write an essay to analyse an issue that they have investigated, the essay must be incorporated into the required structure. Even in that case the written work **must not exceed 4,000 words**. However, where a student chooses creative writing (for example, a set of short stories) as a project, the length of the work will be agreed between the student and the supervisor, and the written presentation of the project (following the required structure) will be shorter, as will other projects of a creative nature.

Although we do provide a template, you may wish to write with your own format as well. However, keep in mind, this piece of writing must follow this structure:

- a title page
- a table of contents
- an introduction, defining the goal of your personal project, describing an explicit focus on chosen area(s) of interaction, and providing an outline of how you intend to achieve the goal
- a description of the process, including production steps, the characteristics, aspects or components of the work
- an analysis of the inspiration, research and influences guiding the work, the findings and decisions made, the resulting product and the process in terms of the goal and its focus on the area(s) of interaction chosen (if you have chosen to write an essay about a specific issue, the essay itself will form the main part of this analysis)
- a conclusion where you will reflect on the impact of your project, and on new perspectives that could be considered
- a bibliography written according to a standard convention like MLA( Modern Language Association ) guidelines.
- appendices, if appropriate

Your project may involve others (for example, if you are directing a play, organizing an exhibition, or starting a new student/ community organization). Remember, however, that your own contribution must be central to the event, and clearly visible.

It is **your** work that will be assessed.



## HOW TO WRITE A PROPER PERSONAL PROJECT REPORT

Section	Content
<b>Title Page</b>	<ol style="list-style-type: none"> <li>1. Title of project</li> <li>2. Name of student</li> <li>3. Name of supervisor</li> <li>4. School and year</li> </ol>
<b>Table of Contents</b>	<ol style="list-style-type: none"> <li>1. Titles of sections and sub- sections of your project together with the page numbers where they may be found.</li> </ol>
<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Define the goal of your project</li> <li>2. Explain the focus on your chosen area of interaction</li> <li>3. Provide an outline of how you intend to fulfill your goal</li> </ol>
<b>Description of process</b>	<ol style="list-style-type: none"> <li>1. Explain and justify the techniques you chose to create your product</li> <li>2. Quote from your research to justify your chosen techniques</li> <li>3. Describe the process of bringing your project from the initial idea to the final project.</li> <li>4. Describe the characteristics of the project</li> </ol>
<b>Analysis</b>	<ol style="list-style-type: none"> <li>1. Describe the inspiration for this project</li> <li>2. Analyse your research and show how it has helped your create your product</li> <li>3. Quote from your research to support all statements</li> <li>4. Describe any findings and decisions you made</li> <li>5. Describe how your research helped you come up with new ideas AND what your research taught you about your focus area of interaction</li> <li>6. Reflect on the resulting product and process in terms of the goal and its focus on the chosen area of interaction</li> <li>7. If you chose to write an essay for your project, it should be integrated into your write-up as the major part of this section</li> </ol>
<b>Conclusion</b>	<ol style="list-style-type: none"> <li>1. Reflect on the impact of your project</li> <li>2. Describe any new perspectives that might be considered</li> </ol>
<b>Bibliography</b>	Follow the Bibliography guide ( Refer to appendices 1 & 2 )
<b>Appendices</b>	Usually, these are <b>essential to include all the evidence of your work</b> . Only include information that you have labelled or referred to in your written statement.



FCPS 24-7 LEARNING

# SEE THE TEMPLATE ON OUR BLACKBOARD SITE!

## AREAS OF INTERACTION

The Personal Project can take many forms, but all must be anchored and focused through one Area of Interaction. As Approaches to Learning is a constant focus when students undertake self-directed learning experiences, it is encouraged to address this where appropriate but to focus the project through one of the four contexts of active learning: Community and Service, Human Ingenuity, Environments and Health and Social Education.

### Ways in which to address Approaches to Learning (ATL)

ATL is the key area of interaction in relation to the personal project. ATL is concerned with the development of effective study skills, of critical, coherent and independent thought, and the capacity for solving problems and making decisions.

In your essay, you should address the following:

- the ability to do methodical work
- a sense of achievement and self-discipline
- care for a job well done
- care for language and for adequate, precise vocabulary
- coherence of thought and expression
- self- sufficiency and responsibility.

In their social and cultural environment, students should develop:

- the ability to communicate experiences
- team spirit
- an open-minded attitude towards the world and its peoples, and respect for their own culture and the culture of others
- a critical view of humanity and society.



It is important to develop essential or focus questions that help you to frame or focus your investigation. Essential or focus questions are broad-based questions leading you to struggle with the relationship between your topic and the areas of interaction that are being identified.



You should identify only **one** Area of Interaction, as the focus of your Personal Project. You should be able to justify the selection of Area of Interaction by using the **guiding questions** given above.

Ex: **Community and Service:** Community Service, by its definition, provides a much needed service to a particular community of people. What are this community's needs? To what extent, if at all, will this project fulfill those needs?

Ex: **Environments:** In what circumstances, if ever, should man interfere with nature? ( What are my responsibilities )

Ex: **Health & Social Education:** To what extent have health and social issues influenced the lyrics in modern music?

Ex: **Human Ingenuity:** What positive and negative effects has spitting the atom had on mankind? ( What are the consequences )

### Community and Service

Community and service in years 1–4 may have opened you eyes to different realities. First-hand experience should have created an interest in finding out more about the issues and problems you have witnessed and been involved in; the choice of the personal project can stem directly from this interest and sense of commitment developed over the four years. On the other hand, research and thought involved in the completion of a personal project may well provide valuable experience and knowledge to develop further an existing community service project in year 5.

Some of the skills, attitudes and values closely linked with this area of interaction are:

- an interest in today's world
- social awareness
- an altruistic attitude
- a sense of responsibility and self-esteem.

### Health and Social Education

This area of interaction aims to educate the whole person and should prepare you for a physically and mentally healthy life. It should also develop a sense of responsibility for your own well-being and for the physical and social environment. There are many issues in this area where the student may reflect and demonstrate understanding and exploring topics such as:

- hygiene, physical and mental health, nutrition, work, rest, exercise, leisure, alcohol, drugs, tobacco
- adolescence, emotions, family life, sexual issues
- consumer issues, peer influences, advertising, media, pressure groups
- interpersonal relations, self-respect, responsibility and respect for others, family and group relations, schools, peers
- health and legal services, social issues, safety, firearms, vandalism, poverty and delinquency.



### Environments

The student is confronted every day by global environmental issues of a political and economic nature which require balanced understanding. The student also has to cope with everyday environmental situations at home, at school or in the immediate surroundings which require attention and involve decision-making. In the personal project the student may choose to explore issues such as:

- the interdependence of human, and other forms of life
- the consequences of human manipulation of the environment
- pollution and population growth
- the links between health and changes in the environment
- world problems and common issues
- local, regional, national and international responsibilities
- the environmental choices and opportunities offered by technology
- the political responsibility of each individual.

### Human Ingenuity

The purpose of Human Ingenuity is to develop opportunities for you to appreciate the human capacity to invent, create, transform, enjoy and improve the quality of life. It therefore encourages the student to see the

relationships between science, aesthetics, technology and ethics. The personal project is a rich opportunity for students to engage in an extended piece of work, which challenges their own creativity and thought in relation to issues of concern to themselves. The following themes could easily relate to this area of interaction:



- the development of mathematical and scientific thought through the ages
- ethical values through the ages
- the diversity of moral and aesthetic judgments
- the human capacity for change, and for reaction to change
- the influence of men and women of genius
- great cultural and historical movements
- great scientific discoveries
- the impact of inventions and discoveries on society.

## PERSONAL PROJECT ASSESSMENT CRITERIA AND DESCRIPTORS

### General

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

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

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

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

The process by which a student's total level of achievement in terms of the assessment criteria is finally converted to a single grade can be found later in this document.

**Criterion A: Planning and Development***Maximum 4*

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

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

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

**Self-assessed level of achievement**

(mark in pencil only)

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**Criterion B: Collection of Information/Resources***Maximum 4*

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

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

**Self-assessed level of achievement**

(mark in pencil only)

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**Criterion C: Choice and Application of Techniques**

Maximum 4

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

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

<b>Level of Achievement</b>	<b>Descriptor</b>	<b>Self-assessment</b>
0	The student has not reached a standard described by any of the descriptors given below.	
1	<b>Large parts</b> of the project are <b>not relevant</b> in terms of the goal that had been identified by the student. The techniques used are <b>largely inappropriate</b> and <b>inadequately applied</b> .	
2	The techniques chosen <b>vary in their appropriateness with some being applied to an acceptable standard</b> in order to contribute to the achievement of the goal. The student <b>begins to provide justification</b> for the use of the chosen techniques.	
3	The techniques chosen are <b>generally appropriate and well applied</b> to contribute to the achievement of the goal. The student provides <b>some justification</b> for the use of the chosen techniques.	
4	The student has chosen <b>absolutely appropriate</b> techniques, provided <b>specific justification</b> for their choice and applied them <b>effectively</b> to achieve the stated goal.	

**Self-assessed level of achievement**

(mark in pencil only)

**Criterion D: Analysis of Information***Maximum 4*

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

<b>Level of Achievement</b>	<b>Descriptor</b>	<b>Self-assessment</b>
0	The personal project is an unimaginative treatment of the topic/theme and contains no reflection.	
1	The personal project contains <b>little reflection</b> in terms of the goal and focus on the chosen area(s) of interaction, and is <b>largely narrative/descriptive</b> . The student misses many opportunities for personal treatment of the topic/theme.	
2	The personal project contains <b>some</b> reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is <b>mostly supported</b> with arguments and evidence.	
3	The personal project contains <b>significant</b> reflection in terms of the goal and focus on the chosen area(s) of interaction. The student <b>generally</b> supports personal thought with arguments and evidence. However, some opportunities for analysis are <b>not pursued</b> .	
4	The personal project <b>clearly shows</b> the depth of reflection and vitality of the student's own <b>ideas and vision</b> . The student consistently supports a <b>truly personal response</b> to the topic with arguments and evidence.	

**Self-assessed level of achievement**

(mark in pencil only)

**Criterion E: Organization of the Written Work***Maximum 4*

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

<b>Level of Achievement</b>	<b>Descriptor</b>	<b>Self-assessment</b>
0	The student has not reached a standard described by any of the descriptors given below.	
1	The written work is <b>poorly organized</b> , lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is <b>lacking</b> in several respects.	
2	The student has made <b>some attempt at logical organization</b> and an attempt to respect the <b>required structure</b> of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is <b>often appropriate</b> .	
3	The student has made a <b>good</b> attempt at logical organization, respecting the <b>required structure</b> of the personal project. There are some good links between parts of the personal project, and the presentation of the work is <b>almost always appropriate</b> .	
4	The organization of the work is <b>completely coherent</b> with the required structure. Ideas are sequenced in a <b>consistently</b> logical manner with appropriate transitions. Overall presentation and neatness of the work are <b>excellent</b> .	

**Self-assessed level of achievement**

(mark in pencil only)

**Criterion F: Analysis of Process and Outcome**

Maximum 4

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

- What have been the strengths and the weaknesses of the personal project at different stages of development?
- What would the student do differently next time?

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

Self-assessed level of achievement

(mark in pencil only)

**Criterion G: Personal Engagement***Maximum 4*

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

*The assessment should also take account of working behaviours such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals. The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours are evident in the personal project.*

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

**Self-assessed level of achievement**

(mark in pencil only)