International Baccalaureate

Personal Project
Middle Years Programme

Appendices

All resources can also be found online at http://isppp.wikispaces.com/
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Appendix A: The Process Journal

The process journal is:

- a place for planning
- a place for recording interactions with sources, for example, teachers, supervisors, external contributors
- a place for storing useful information—quotes, pictures, ideas
- a means of exploring ideas
- a place for reflection on stages of the project
- a place for evaluating work completed
- a place for reflecting on learning
- devised by the student in a format that suits his or her needs
- useful for the student when receiving formative feedback
- used by the student to produce the project report.

The process journal is not:

- used on a daily basis (unless this is useful for the student)
- written up after the process has been completed
- additional work on top of the project; it is part of and supports the project
- a diary with detailed writing about what was done
- a static document with only one format.

Documenting the process might include:

- Mind Maps®
- bullet lists
- charts
- short paragraphs
- notes
- timelines
- annotated illustrations
- pictures and images.

A website or blog may be an effective process journal when:

- used to record important documents
- shared with the supervisor
- includes visual records as well as written records
- chronicles the key moments of the process
- keeps all of the process in a secure location
- includes audio records
- includes interactive components; such as, a comment space for supervisor, a comment space for guest viewers or research experts, a live conversation/video contact links
- is password protected.

An annotated slide show may be an effective process journal when:
• images such as photographs and video clips chronicle the process of the project
• images are arranged in a logical order
• annotations such as titles and comments explain the work
• working with images is a key communication tool of the student
• include audio clips (music or voice recordings that convey aspects of the process).

A scrap book may be an effective process journal when:

• evidence is arranged in a logical sequence (this could include collage and mind map work)
• items are annotated
• items are dated to show chronology
• objects that reveal the nature of the project are included such as samples of textiles, color swatches
• a variety of materials are used
• it allows the student to effectively communicate the process.

A Word Document may be an effective process journal when:

• the process is clearly chronicled
• mind maps, planning and brainstorming are included
• comments and thoughts are written to explain the process
• images may be inserted to show evidence of product
• the format allows the student to communicate the process effectively.

A video journal is an effective process journal when:

• the footage is edited to show the process
• key moments of the entire process are recorded
• the journal is shared with the supervisor
• the journal allows the student the opportunity to convey the richness of the undertaking
• it includes research and creation processes
• it includes interviews
• it includes commentary from supporters/mentors.

A combination of recording styles

The process journal does not have to be a book or a film or a website. It could be a combination of all of these.

The process journal could be conceived as an installation that shows the multidisciplinary nature of the process.

The process journal could contain evidence of all these different styles collected in a book or a website.
Appendix B: The AOI Focus, Your Topic and Inquiry

Step One: Area of Interaction Context

First, and most importantly, you MUST choose an area of interaction to be the context for your project investigation. Basically, your choices for your context are:

- Human ingenuity – you are interested in investigating how and why inventive and creative genius can solve problems, improve the human condition or change how we view our world and beliefs. You want to identify and explore the responsibilities we have when we make changes.

- Environments – you are interested in investigating how and why particular environments (natural, built, virtual) operate, face challenges or need improving. You also want to identify and explore our responsibilities towards those environments.

- Health and social education – you are interested in how and why people live as they do, the relationships that exist, the health and social issues individuals and groups must face and our responsibilities to ourselves and others through our lifestyles.

- Community and service – you are interested in investigating how and why communities exist and how and why it is important that individuals and groups offer services within communities.

- Approaches to learning – you are interested in investigating how people learn and the variety of different ways in which different people can learn effectively.

- Choosing your Personal Project context comes with a responsibility to thoroughly understand one area of interaction.

STEP ONE DECISION: AREA OF INTERACTION

The area of interaction I will use as the context for my Personal Project is:

____________________________________________

I have chosen this area of interaction because I want to explore...

____________________________________________________________________________

____________________________________________________________________________

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1 Note: steps one and two are interchangeable – the personal project goal might originate with the area of interaction or with the topic of personal interest. The important aspect is that ultimately both are coherent in enriching the student goal. In this student guide the school has made the decision to ask students to explicitly begin with the area of interaction context.
Step Two: Topic for Investigation

Choose a topic for investigation that genuinely interests you. It is very important that your topic readily relates to your chosen area of interaction. You will certainly find that most topics can be investigated within all five areas of interaction so the real challenge is to understand your topic within the context of ONE area of interaction. This becomes the focus for your investigation.

MY CURRENT ACTIVITIES

Currently, the things I am involved in or do at school, with clubs or social groups are:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

Add to the list the things that you enjoy – music, games, activities.

PERSONAL ENJOYMENT AND RELAXATION

Currently, the things I enjoy doing for relaxation or fun are:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

Add to the list everything that you think is important to you – family, friends, beliefs, love, fun.
IMPORTANT THINGS TO ME

Currently, the most important things to me are:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

Add to the list the issues that you think are important to many people in your age group – relationships, jobs, parties, fashion, cars.

IMPORTANT ISSUES AND MATTERS TO PEOPLE MY AGE

Currently, the things I think people my age are concerned about are:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

Then add to the list the bigger issues that seem important to the community that sometimes affect you – money, law, poverty, environmental issues, education, transport.

IMPORTANT ISSUES AND MATTERS TO THE WORLD

Currently, the things I think people around the world are concerned about are:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

You now have several lists of possible topics to investigate.
Go through the lists and tick the topics that are obviously connected to your chosen area of interaction. Reflect on the ticked topics.

- Which one appeals to you the most?
- Which one fits in with what you already do?
- Which one will be challenging enough to keep you interested over several months?

And then this is the hard part. Make a choice. Pick one topic.

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**STEP TWO DECISION: TOPIC FOR INVESTIGATION**

The topic I will investigate for my Personal Project is:

____________________________________________

I have chosen this topic because...

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The topic fits under the area of interaction __________________________________ because...

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____________________________________________________________________________
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The examples that follow provide illustrations of goals focused through specific areas of interaction, as well as the specifications for the outcome or product. Please note that this information is illustrative only and does not reflect specific levels of achievement. Some of the information hereafter is based on personal projects that were completed by students.

**Approaches to learning**

*How do I learn best?*

*How do I know?*

*How do I communicate my understanding?*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goal of personal project</th>
<th>Specifications</th>
<th>Process</th>
<th>Outcome or product</th>
</tr>
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</table>
| Learning how to motivate others | Inspire children to become responsible for their local environment through a workshop. | The workshop: • has clear and measurable objectives  
• is of the right length for the targeted students  
• includes a suitable number of activities for the purpose of the objectives  
• includes a post-workshop evaluation questionnaire. | The student uses the focus of approaches to learning to research how a workshop environment can motivate others to take action. She decides that the focus of the workshop will be environmental issues.  
The student researches how to plan a workshop. The student plans, delivers and evaluates the workshop. She reflects on what she has learned about how others learn and the planning of learning for others. | Workshop pack produced containing plan and materials. Delivery of workshop to children on the topic.        |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Learning how interactive technology can help people learn</td>
<td>Produce an article for student/parent magazine that evaluates popular computer games to learn mathematics content.</td>
<td>The article: • is of the length agreed with the magazine editor • includes the review of five computer games • includes references from research • includes two visuals • is written in an appropriate language register.</td>
<td>The student uses the focus of approaches to learning to consider how computer games can help learning. She researches varied computer games; surveys users and tests games. The student produces an article that reports her findings. The student reflects on her knowledge of how computer games help with learning and their limitations.</td>
<td>Article on computer games published in student/parent magazine.</td>
</tr>
</tbody>
</table>
# Community and service

*How do we live in relation to each other?*
*How can I contribute to the community?*
*How can I help others?*

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<tr>
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</thead>
<tbody>
<tr>
<td>Social action</td>
<td>Raise money/resources for a charity supporting a specific cause.</td>
<td>Specifications for the campaign will be defined depending on the research carried out by the student about the most suitable method. For example, the campaign:</td>
<td>The student uses the focus of community and service to research activism, how charities work and their methods of raising funds. He is interested in why people get involved in community activities and considers his experiences as well as the experiences of his peers. The student decides to focus on a particular charity of personal interest and organize a fundraising campaign. The student runs the campaign itself and reflects on what he achieved and learned in relation to why people get involved in their community.</td>
<td>Fundraising campaign is completed. Donation and presentation of funds/resources to chosen charity.</td>
</tr>
<tr>
<td>Topic</td>
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<tr>
<td>Building community</td>
<td>Bring members of the community together through an event, for example, music performance.</td>
<td>Specifications are based on the student’s decision to hold a music performance. The event: • includes countries represented in the school— France; Germany; India; Iran; Poland; USA • provides seating for 50 people • uses four spotlights; four microphones • provides refreshments: a suitable drink and snack (50 people) • includes volunteers: four on doors and seating; four on refreshments; six behind the scenes.</td>
<td>The student uses the focus of community and service to research how communities can be strengthened. She considers current opportunities that exist in the school that bring members of community together and researches types of local events. The student identifies a new event for the school community and produces a plan for the event, which is approved by the school leadership. The student identifies support for the event and recruits volunteers. The student advertises the event, holds the event and evaluates its success. The student reflects on her new understandings of community and factors that impact on communities.</td>
<td>Specific event held at a pre-arranged time during the school year.</td>
</tr>
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</table>
### Health and social education

*How do I think and act?*
*How am I changing?*
*How can I look after myself and others?*

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<tr>
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<tr>
<td>Well-being</td>
<td>Create a welcome system for students new to the school.</td>
<td>The proposal:</td>
<td>The student uses the focus of health and social education to research the effects of moving to a new location on a person’s sense of identity. She is particularly interested in how relationships develop and how people can be helped to settle into a new environment. The student decides to propose a volunteer buddy system and a welcome pack for new students. The student identifies potential materials to include in the pack and devises these. The student produces a proposal to be put to the leadership or administration team of the school. The student reflects on new understandings of how people change based on individuals’ experiences gathered from her research.</td>
<td>Welcome pack and proposal for volunteer buddy. For example, bag or folder containing useful information about the school and area; invitations to events and so on.</td>
</tr>
<tr>
<td>Topic</td>
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| Fighting prejudice | Create a short play to raise awareness of impact of prejudice on individuals; work with social studies teacher to use as part of unit of work.                                                                                                                    | The play:  
- must be 20 minutes long  
- must be appropriate for students aged 11 (defined further after research)  
- must include the main theme of the impact of prejudice (defined further after research).  
There must be a tool to evaluate the play such as a questionnaire.                                                                                                                                 | The student uses the focus of health and social education to research prejudice from the perspective of how people think and act. He is interested in the definition and impact of prejudice and how people might be influenced to change their thinking.  
The student looks at ways of communicating with others and through research decides that a play is an appropriate media for his message.  
The student identifies his target audience, writes the play, organizes rehearsals and stages the play.  
The student evaluates the impact with the help of the social studies teacher who issues a questionnaire in class. He reflects on new understandings of how people act and how an individual can have an impact. | The play.            |
## Environments

**What are our environments?**

**What resources do we have or need?**

**What are my responsibilities?**

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</table>
| Fishing and the environment| To produce a proposal for a local fishing club to help fishers protect environment while enjoying the sport. | The proposal:  
• is clear and well-defined  
• provides evidence of research  
• shows the benefits to the club in strengthening the environmental policy  
• meets time available for the presentation  
• is communicated orally, with written support—slides and written summary. | The student uses the focus of environments to research the effects of fishing on the local environment and the types of environmental policies that fishing clubs use.  
The student researches the needs of his own club.  
The student plans and prepares a proposal (text and visuals).  
The student presents the proposal.  
The student reflects on new understandings about the complex relationship between humans and their environments and how they meet or ignore their responsibilities. | Proposal presented to the fishing club committee.                                                                                                                                                                                                                                                                                                                                                           |
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</table>
| Working environment and health    | To improve the school environment in a simple, cost-effective way.                        | The location of the plants take into account health and safety policies of the school.  
                            | The plants are easy to maintain.                                                        |                                                                 |
|                                   |                                                                                           | There is a range of plants that provides a mix of foliage and colour.            |                                                                                                                   |                                                                 | Arrangement of    |
|                                   |                                                                                           | There is a system for ensuring the plants are cared for.                         |                                                                                                                   |                                                                 | plants in areas of |
|                                   |                                                                                           |                                                                                  |                                                                                                                   |                                                                 | the school.       |
|                                   |                                                                                           |                                                                                  | The student is interested in the effect of environment on health and how she can make a difference in her own school environment.  
|                                   |                                                                                           |                                                                                  | Through the focus of environments, she researches findings relating to health and environment in public buildings.    |                                                                 |                        |
|                                   |                                                                                           |                                                                                  | The student identifies a way that she can benefit the school environment, which is providing specific plants for certain classrooms and public areas.  
|                                   |                                                                                           |                                                                                  | She discusses this with her school administration.                                                                 |                                                                 |                        |
|                                   |                                                                                           |                                                                                  | The student organizes a variety of ways of receiving plants and pots from parents and local organizations.  
|                                   |                                                                                           |                                                                                  | The student organizes the planting and arrangement of plants in rooms.  
|                                   |                                                                                           |                                                                                  | She seeks feedback from peers and teachers.                                                                 |                                                                 |                        |
|                                   |                                                                                           |                                                                                  | The student reflects on her learning both in relation to how human-made environments can be manipulated as well as her own learning in managing such a project. |                                                                 |                        |
## Human ingenuity

*Why and how do we create?*  
*What are the consequences?*

<table>
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</thead>
</table>
| The value of bamboo | To show the value of bamboo in Vietnamese daily life.                                      | The painting:  
  - includes images of how bamboo is used in daily life  
  - is acrylic on canvas in observational style  
  - is mixed media and realism—bamboo products attached to the canvas  
  - is on a canvas size 1m x 1m. | Through the focus of human ingenuity, the student decides to explore the uses of bamboo in her local community and in daily life.  
The student identifies how the material is used in many different ways and decides to produce an artwork to communicate her findings.  
The student experiments with ideas and plans her artwork to reflect how the material is used in ingenious ways.  
On completing the project, the student reflects on her own learning about the uses of bamboo and new discoveries, as well as how she developed her artistic skills. | Three-dimensional painting. |
<table>
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<tr>
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<th>Process</th>
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</thead>
<tbody>
<tr>
<td>Experiments on humans and animals</td>
<td>To understand more about the origins of vivisection and current practices and communicate findings.</td>
<td>The display:</td>
<td>Through the focus of human ingenuity, the student researches the origins and implications of vivisection and experimentation on humans and animals alike. He is interested in how thinking and practices in this area have changed over time. He wants to educate his peers in some way about his findings. The student surveys people about their beliefs and thoughts about vivisection. The student researches how to communicate information and chooses an appropriate method. The student creates a display that is placed in an appropriate location of the school. The student arranges for the display to be visited by students during agreed periods and feedback is collected. The student is interested in recording responses from his audience in some way and then reflects on this. The student’s reflection includes his learning about how ideas change over time and how people are influenced by the knowledge of their era. He also reflects on his development as a learner during the project.</td>
<td>Interactive display.</td>
</tr>
</tbody>
</table>

Experiments on humans and animals

To understand more about the origins of vivisection and current practices and communicate findings.

The display:
- includes a summary of past, present and future in practices of vivisection
- includes mainly visual information with some text and audio
- includes prompt questions that challenge viewers to think about own stance
- includes findings from his survey
- includes a method of collecting feedback from viewers.

Through the focus of human ingenuity, the student researches the origins and implications of vivisection and experimentation on humans and animals alike. He is interested in how thinking and practices in this area have changed over time. He wants to educate his peers in some way about his findings. The student surveys people about their beliefs and thoughts about vivisection. The student researches how to communicate information and chooses an appropriate method. The student creates a display that is placed in an appropriate location of the school. The student arranges for the display to be visited by students during agreed periods and feedback is collected. The student is interested in recording responses from his audience in some way and then reflects on this. The student’s reflection includes his learning about how ideas change over time and how people are influenced by the knowledge of their era. He also reflects on his development as a learner during the project.
The AOI Focus-Process Journal Connection

It will be essential to use the AOI subject-specific questions contained at the end of this handbook to explore your AOI focus and how your project will have deepened your understanding of topic, product and ATL.

See Appendix C for the complete set of AOI questions per subject.

The AOI focus for your project will completely change the nature of your project and its outcome.

Try out considering how your project topic could be changed by different AOI foci. You will need to clearly identify the skills you have used, some of which may be subject-specific. For more support on this, please refer to the PP powerpoint presentation available on the PP wikispace or the Student Class Files of the PP located on the M-drive. If you are struggling with your AOI focus, you are welcome to come see the MYP coordinator or AOI coordinator. That’s what we’re here for!

The goal of the PP is to allow you an opportunity to provide a formal evaluation and review of your learning, knowledge and appreciation of one or more AOI with which you have particularly connected. This learning is prepared in the process journal and formally presented through the report. For this reason, it is expected that students will consistently refer to the AOI of focus and ATL throughout the PP essay. The AOI focus and ATL serve as analytical tools for discussion and reflection.

The PP is an excellent opportunity for you to produce a truly creative piece of work of your choice which may not have been represented by one of your subject areas. All the same, it is productive to decide if your project aligns with one of your subject areas, as this will facilitate your use of AOI questions, not-to-mention provide you with some possible mentors to interview or even a potential supervisor to approach.
Step Three: Inquiry Question

So far you have an area of interaction and you have a topic of interest. Now you create a question to guide your investigation. Your question should definitely contain:

- your area of interaction
- your topic

What makes a good question?

<table>
<thead>
<tr>
<th>Open-ended</th>
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<tbody>
<tr>
<td>Provides for student inquiry</td>
</tr>
<tr>
<td>The question should also be open-ended</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant &amp; Engaging</th>
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<tbody>
<tr>
<td>Linked to your interests and prior knowledge</td>
</tr>
<tr>
<td>Linked to current circumstances</td>
</tr>
<tr>
<td>Actively involves you in your own learning</td>
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</table>

<table>
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<tr>
<th>Challenging &amp; Provocative</th>
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<tbody>
<tr>
<td>Extends your prior knowledge and experiences</td>
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<tr>
<td>Increases understanding</td>
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<table>
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<tr>
<th>Significant</th>
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<tbody>
<tr>
<td>Contributes to an understanding of your area of interaction</td>
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</table>

Your question should also demand inquiry, and not be a question that can be answered simply in a sentence or two.

Examples of inquiry questions include:

Human ingenuity questions:

- What ingenious ideas will enable householders to reduce their carbon footprint on the planet?
- What ingenious processes are involved in authentically rejuvenating an antique wardrobe?
- How have ingenious humans developed human flight over time and what might the future hold?
- What can be done to improve access to all areas of our school for students with physical movement disabilities?
- What factors and clever strategies enable a performer to excel in a performance?

Environments questions:

- What materials can surfboard designers use to ensure that future surfboards are friendly to the environment?
- Is the school’s use of resources efficient or wasteful and what can be done to improve the existing situation?
• What are the best environmental conditions for rearing cockatiels in captivity and why are those conditions effective?
• Why should all Australians be concerned about the Murray River system and what should be done to repair it?
• How can I positively improve the current environment within my family’s home?

Approaches to learning questions:

• What strategies and techniques can students use to more effectively manage and complete homework?
• How can a coach effectively improve the individual and team ball-handling skills of junior baseball players?
• How might our school enable all students to become proficient with Information and Communication Technologies?
• What could teachers do to make learning experiences more enjoyable and effective for Middle School students at our school?
• Why is it important to train a dog and what are effective ways to achieve this aim?

Health and social education questions:

• Is it important to have single gender classes at school or should everyone be in coeducational classes all the time?
• What exactly is a healthy lifestyle and is it the same for everyone?
• Why is it important to have a school transition program for new students and what should it involve?
• How effective is the existing drug awareness program in our community, and what could be done to improve drug awareness and the dangers of substance abuse among our peers? Does the existing homework program help or hinder students’ relationships with family and friends, and are there improvements that could be made to the program?

Community and service questions:

• How can school students really help people in need in the international community?
• What actions should the general community take to enable older citizens to live safe and comfortable lives?
• How can a person change the world for the better through service without spending money?
• What can we do to bring the international community together to fulfil the International Baccalaureate mission?
• How does my church actively serve the wider community and how might I get involved?

Creating a good question is not easy. Adults have difficulty with the task, so don’t expect the first question you think of to be the best. Brainstorm possible questions first.
POSSIBLE INQUIRY QUESTIONS

Questions I am considering are:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________

Talk to other people about your inquiry question ideas – your parents, friends, your teachers. Make sure that the area of interaction is obvious in the question or can be clearly connected to the question. Then, make a decision. You can always edit your question later, but choose one now to kick-start your Personal Project and record it below.

STEP THREE DECISION: INQUIRY QUESTION

The inquiry question to which I will respond for my Personal Project is:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________


Step Four: Deciding on the outcome or product

With your area of interaction, topic and inquiry question in place, you need to think about what your outcome or product will be; you have to decide the format that you will create to show your response to other people. How do you plan to answer your inquiry question? So for example, if your inquiry question is “What exactly is a healthy lifestyle and is it the same for everyone?”, in what form do you plan to answer this? You decide that you will answer the question, for example, through producing an information board for healthy living that will be displayed in an area of the school for a period of time. You might have decided to answer it in another way such as creating a short film or writing a report for the school online newspaper. You decided on a goal that you think is achievable for yourself as well as being challenging.

You can choose from an almost endless list of possibilities for your product – choose to create an item that will best demonstrate what you have learned through your investigation and will show other people what you have learned. Examples include:

**Performances**
play, dance, song, speech

**Published writing**
creative prose, collection of poetry, major essay, extended article, script, review

**Events**
Fund-raising evening, service in action, celebration, major event

**Static visual displays**
photographs, art, poster, model, artefact, drawings, statistical data

**Interactive displays**
web site, video, audio-visual, animation

Depending on your project you might combine two or more of these ideas to create your product in response to the inquiry question.
STEP FOUR DECISION: THE OUTCOME OR PRODUCT

The outcome or product for my Personal Project is:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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Step Five: Creating specifications

You will need to create specifications for your outcome or product. The specifications are the way you will know you’ve achieved your goal.

You will need to ask yourself different questions in order to define the specifications. The questions you ask might change depending on the type of outcome or product.

Questions you might find helpful:

What will my outcome or product look like?
What type of materials will I use?
What techniques will I use?
What type of information will I include?
How will I present the information?
Will I include visuals?
Do I need to consider any copyright or intellectual property issues?
Who is the audience?
How will I get feedback?

Talk to other people about your specifications – your parents, friends, your teachers. You can always refine your specifications later as you discover more about your personal project goal, but create some now to kick-start your Personal Project and record them below.
STEP FIVE DECISION: SPECIFICATIONS

The specifications for my outcome or product are:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
______________________________________________________________________________
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Step Six: Organising

With your area of interaction, topic, inquiry question and specifications in place, you should take time to plan your time management over the period allowed for the Personal Project. Managing time is one of the most crucial elements of the project. It is essential that you create a timeline of what you plan to do.

To help you plan, you should know that the Personal Project has at least five phases:

Think
This is the phase involving the first five steps – you develop your personal project concept through your choice of area of interaction, topic and inquiry question.

Investigate
This is the phase you will undertake next – you gather as much information as you can on your topic.

Plan
This phase is when you plan your response to the inquiry question – sorting through information and designing your product or outcome.

Create
This is the phase when you actually create your product or outcome for the Personal Project.

Present
Finally, you present your Personal Project for viewing and assessment.

Therefore it is good to plan ahead for these phases. Remember plans can change as circumstances change, but by planning you give yourself clear goals and raise your awareness of the time you have to complete tasks for the Personal Project.
Which A.O.I best relate to your project?

(Put a tick mark against the A.O.I best related to your project.

☐ Community and Service
☐ Health & Social Education
☐ Environments
☐ Human Ingenuity

All projects use ATL skills but if your project has a special focus on learning, this may be the best AOI for you.

☐ Approaches to Learning

This AOI is important to my project because of these reasons:

Does your project relate to any school subject, if any? What approaches to learning skills might you use from this subject?

Does your project relate to any profession? Briefly explain how?
Collection of information and sources

Planning the Personal Project

What are the best sources and why this theme?

Best sources to

Web Sites
Electronic Databases
Video Recordings
Sound Recordings
Radio Shows
Television Shows
The web (to name one, etc.)
Expert Guides
Maps or Atlases
Newspaper Articles
Magazine Articles
Books

Name of possible sources

For information?

Where can you look?
Collecting Information about Sources!

(Refer to citationmachine.net or similar web sites where you will know what all details are necessary for citing resources.)

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, for example, the address, the name of author and the date of publication, date of access etc.
Some work by Jaye Harris (PP 2011) showing AOI involvement with the topic

**AOI:**

The area of interaction (AOI) linked with my project is Health and Social Education (HSE). Out of the five areas of interaction, I had the final choice between HSE and Human Ingenuity (HI). The HI criteria that are directly linked to my topic question are:

1. **Why and how do we create?**

2. **What are the consequences?** (This question is linked with the purpose of these short stories, being to advise teenagers through written words.)

My personal project could definitely be interrelated with this AOI, but with the topic of these stories being the main focus, I could not use this area of interaction.

HSE is also very closely linked with my project. With the topics of my short stories being about the experiences of teenagers and their changes over a few years, this AOI completely covered my topic.

**Topic question:** Can I influence teenagers through a means of creative writing?

**Health and Social Education questions:**

- How can I use language to influence people?

- How does language help us learn about ourselves and others?

- How can our language skills help us make right/healthy choices?

**Approaches to Learning question:**

- How do I communicate my understanding?

- What can we learn about the world through language?
Approaches to Learning

ATL Questions

How do I learn best?
How do I know?
How do I communicate my understanding?

There are seven Approaches to Learning (ATL) or core skills explained below:

**Organization**

- **Time management**: including using time effectively in class, keeping to deadlines
- **Self-management**: including personal goal setting, organization of learning materials

**Collaboration**

- **Working in groups**: including delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork
- **Accepting others**: including analysing others’ ideas, respecting others’ points of view, using ideas critically
- **Personal challenges**: including respecting cultural differences, negotiating goals and limitations with peers and with teachers

**Communication**

- **Literacy**: including reading strategies, using and interpreting a range of content-specific terminology
- **Being informed**: including the use of a variety of media
- **Informing others**: including presentation skills using a variety of media

**Information literacy**

- **Accessing information**: including researching from a variety of sources using a range of technologies, identifying primary and secondary sources
- **Selecting and organizing information**: including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources
- **Referencing**: including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights

**Reflection**

- **Self-awareness**: including seeking out positive criticism, reflecting on areas of perceived limitation
- **Self-evaluation**: including the keeping of learning journals and portfolios, reflecting at different stages in the learning process

**Thinking**

- **Generating ideas**: including the use of brainstorming
- **Planning**: including storyboarding and outlining a plan
- **Inquiring**: including questioning and challenging information and arguments, developing questions, using the inquiry cycle
- **Applying knowledge and concepts**: including logical progression of arguments
- **Identifying problems**: including deductive reasoning, evaluating solutions to problems
- **Creating novel solutions**: including the combination of critical and creative strategies, considering a problem from multiple perspectives

**Transfer**

- **Making connections**: including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations
- **Inquiring in different contexts**: including changing the context of an inquiry to gain various perspectives.

What organizational tools do I have? What aspects of my organization do I need to develop? How can I best organize myself?

How do I work with others? What successes have I had when I have worked with others? How can I work with others; how can they work with me?

What communication tools do I use? Which ways of communicating do I need to improve on? How can I better communicate my understanding?

How can I access information? How do I know if the information is reliable? What will I do with this information?

How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me?

How do I think? What tools can help me think in different ways? What planning tools do I have?

What are the “big ideas” of each of the different subjects? Do the big ideas of the subjects overlap? How can I use my knowledge, understanding and skills across subjects?
Information for your Personal Project which you have found useful
Choosing appropriate techniques and acquiring materials!

- What techniques will you require in order to work on your project and why?

- What materials will you require and where will you find it?

- Material required and its source
Appendix C: AOI Subject-Specific Questions

<table>
<thead>
<tr>
<th>Arts</th>
<th>ATL</th>
<th>C&amp;S</th>
<th>H&amp;S</th>
<th>Environments</th>
<th>HI</th>
</tr>
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<tbody>
<tr>
<td>• How do I learn best? How do I know? • How do I communicate my understanding? • What should we learn in the arts and who decides this? • What can the arts tell me about the world? • What does learning in the arts mean? • What skills are specific to the arts? • What does it mean to be artistic? • What does it mean to have ingenuity? • How do we evaluate art? • How do I evaluate my work? The work of others? • What is the value of reflection when creating artwork? • How does learning through the arts help me with learning in other subjects? • What skills and knowledge can I take from other subjects and use in my art or my learning in art? • What skills can I use to organize my artwork? • What have I learned in other subjects that can help? • How do I reflect on my work? • How does reflection help me? • In what ways can the developmental workbook be used as an approach to learning about art? • What are effective ways of working with my classmates? • What will I do differently in the next unit of work? • What will I do to improve a specific skill? • How do I plan and organize my work effectively? • What will I do differently in the next</td>
<td>• How do we live in relation to each other? • How can I contribute to the community? • How can I help others? • How does art communicate across time and cultures? • What use is art in the community and for the community? • Do communities need art? • Does a community shape art? • How can art be used to help a community and individuals? • To what extent do people and communities change through art experiences? • How are artists viewed by the community? • How are communities viewed by artists? • What have I learned about art and the community? • What would the world be like without art? • How can I improve my community through art (school and wider community)? • In what way could my community be improved by art?</td>
<td>• How do I think and act? • How am I changing? • How can I look after myself and others? • How do the arts communicate emotion? • What does art have to say about life, joy and suffering? • Does art help us to make sense of joy, suffering, society and societies? In what way? • How does art impact on society? On individuals? On me? • How does art communicate the health of a society and nation? • How are artists viewed by society? • Is art a luxury or a necessity? • Can the arts be used to influence people? • How can an individual’s behaviour be influenced by art? • How does gender affect art and perceptions of art? • To what extent do people change through art experiences? • In what way does art allow me to express myself? • How can I use art to look after myself and others? • Can I create a work to communicate with others? • What behaviours or attitudes will I seek to change in myself through what I have learned in art?</td>
<td>• What are our environments? • What resources do we have or need? • What are my responsibilities? • What role have artists played in building our understanding or appreciation of the environment? • What power do artists have today to communicate environmental issues to the world? • In what way(s) do artists use the natural world for inspiration? • In what way does the environment affect people as artists? • In what way does (the) environment affect art? • In what way does art affect the environment? • Can art change an environment? • How is art different in different geographical locations? • How do I decide on the environment in which to present my art? • How can my art impact on the school environment? • Can my art improve the school environment? • What realistic changes can I make that will impact positively on my environments? • What do I want to change?</td>
<td>• Why and how do we create? • What are the consequences? • Where does art come from? • What is art? • How can art initiate change? • What would the world be like without art? • In what way(s) has humankind developed art? • In what way has art influenced knowledge? • In what way has knowledge influenced art? • How has art evolved over time? • Who are the art pioneers in my time? What makes them pioneers? • To what extent do people change through art experiences? • When does a person become an artist? What makes a person an artist? • How important are the arts for personal development? • How important a role do the arts play in human communication? • Can art be unethical? • How have my own views of art changed with regard to ...? • How is art developing in my time and culture? • What can I create in response to personal ideas or feelings?</td>
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### Humanities

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<td>Why and how do we create?</td>
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<tr>
<td>How do I know?</td>
<td>How can I contribute to the community?</td>
<td>How am I changing?</td>
<td>What resources do we have or need?</td>
<td>What are the consequences?</td>
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<tr>
<td>How do I communicate my understanding?</td>
<td>How can I help others?</td>
<td>How can I look after myself and others?</td>
<td>What are my responsibilities?</td>
<td>How have we sought to explain our world over time?</td>
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<tr>
<td>What skills do I need to develop to study humanities subjects?</td>
<td>How do we define community?</td>
<td>What do humanities tell us about society?</td>
<td>What do humanities communicate about environments?</td>
<td>How is human ingenuity identified in humanities?</td>
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<tr>
<td>What skills and knowledge can I take from other subjects and use in my humanities learning?</td>
<td>How do humanities subjects approach the concept of community?</td>
<td>How can humanities help to communicate the health of a society and/or nation?</td>
<td>How do humanities and environments interact?</td>
<td>How have humanities evolved?</td>
</tr>
<tr>
<td>How do I investigate a topic in humanities?</td>
<td>What contribution do humanities make to understanding communities?</td>
<td>In what ways do humanities impact on society?</td>
<td>In what ways are environments created?</td>
<td>How are humanities evolving in my time and culture?</td>
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<tr>
<td>How do I present my work in humanities?</td>
<td>What are the responsibilities of those who work in humanities?</td>
<td>How can I learn for life through humanities?</td>
<td>In what ways can humanities influence natural, built and virtual environments?</td>
<td>What can I learn about human nature through humanities?</td>
</tr>
<tr>
<td>How do we acknowledge sources?</td>
<td>How is community identity explored in humanities?</td>
<td>How do humanities enable me to learn about myself and others?</td>
<td>How can humanities affect our understanding of different environments?</td>
<td>How does an understanding of the past and the evolution of modern society help us to improve the contemporary world?</td>
</tr>
<tr>
<td>How can I plan and organize my learning more effectively?</td>
<td>What can I learn about my community through humanities?</td>
<td>How can my learning in humanities help me to make healthy choices?</td>
<td>How can humanities help to improve environments?</td>
<td>How do humanities help us to develop strategies to solve conflicts?</td>
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<tr>
<td>How do I plan to meet deadlines?</td>
<td>How can I contribute to my community?</td>
<td>How can humanities be used to influence people?</td>
<td>How can my humanities knowledge and skills help me to improve my environments?</td>
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<tr>
<td>How do I work collaboratively in humanities?</td>
<td>How do humanities promote service in communities?</td>
<td>How does learning in humanities facilitate our understanding of ourselves and others?</td>
<td>How do humanities help me to live in my environments?</td>
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<tr>
<td>How can ICT help my humanities learning?</td>
<td>How does the study of humanities help us understand the many different types of communities in today’s world?</td>
<td>What behaviours or attitudes will I seek to change in myself through what I have learned in humanities?</td>
<td>What power can humanities give us to communicate environmental issues to the world?</td>
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<tr>
<td>How can I detect bias in a document/map?</td>
<td>How can one community support another?</td>
<td>How does the study of humanities help us to understand contemporary society?</td>
<td>How does an understanding of humanities help us to identify the different types of environments in the contemporary world?</td>
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<tr>
<td>How can I distinguish between description and analysis?</td>
<td>How do humanities explain contemporary geopolitical issues?</td>
<td>How do humanities help us to understand the relationships between societies?</td>
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### Language A

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<tr>
<th>ATL</th>
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<td>What are our environments?</td>
<td>Why and how do we create?</td>
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<tr>
<td>How do I know?</td>
<td></td>
<td>How am I</td>
<td>What resources do we have or need?</td>
<td>What are the consequences?</td>
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<tr>
<td>How do I communicate</td>
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<td></td>
<td>How have we sought to explain our world over time?</td>
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</table>

36
my understanding?
- What should we learn in language A and who decides this?
- What can we learn about the world through language A?
- What skills are specific to language A?
- What does it mean to be fluent?
- What does it mean to be literate?
- How do our language A skills assist/support/improve learning in other subjects?
- What skills and knowledge can we take from other subjects and use in language A?
- What skills can we use to organize our learning in language A?
- How do others’ ideas influence our own?
- How does language A influence our understanding of cultures/cultural diversity?
- What are the language A techniques and tools that we use to communicate effectively?
- How can we evaluate our own language use?
- How could we approach this type of task more effectively in the future?
- What are the strengths and weaknesses of different information sources?
- How does language A enable us to challenge information/arguments?
- How can we improve our language A skills?

- How can I contribute to the community?
- How can I help others?
- How can we learn about communities through language A?
- How does a community shape language A?
- How do our different communities affect our language use?
- How does a community affect literature play within a community?
- What role does literature play within a community?
- How are writers viewed by the community?
- How are community issues portrayed differently within various genres and literary movements?
- What would the world be like without literature?
- How can language A be used to help a community and individuals?
- How do language A skills enable debate on moral, social, ethical and spiritual issues within the community?
- How is our involvement with the community helping us to develop our language A skills?
- How can we use our language A skills to contribute to a community?
- How can I look after myself and others?
- How does language A communicate emotion?
- How does language A impact on society? On individuals? On me?
- How can language A be used to influence people?
- What does literature have to say about the range of human emotions, behaviour and issues?
- Is literacy a luxury or a necessity?
- Is reading for pleasure a luxury or a necessity?
- Is reading literature a luxury or a necessity?
- In what ways does language A enable us to express ourselves?
- How does language A enable us to learn about ourselves and others?
- How can our language A skills help us to make right/healthy choices?
- How does age affect our perspective on language and literature?
- How does our maturity influence our perception of language and literature?
- How do language and literature facilitate our understanding of ourselves and others?
- How do social groups affect language use?
- How are health and/or social issues portrayed differently within various genres and literary movements?
- How can we use language A to show empathy when working with others?

- What are the impacts of natural environments on language and literature?
- What are the impacts of built environments on language and literature?
- What are the impacts of virtual environments on language and literature?
- How does the way in which a particular environment is presented affect our understanding of the work (and of the environment)?
- How does literature affect our understanding of different environments?
- How does the production of texts affect the natural environment?
- How do our language A skills enable us to understand different environments?
- What power do writers have to communicate environmental issues?
- What responsibilities do writers have to communicate environmental issues?
- How can our writing/speaking improve the school environment?
- How are environments portrayed differently within various genres and literary movements?
## Language B

<table>
<thead>
<tr>
<th>ATL</th>
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<td>• How do I know?</td>
<td>• How can I contribute to the community?</td>
<td>• How am I changing?</td>
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</tr>
<tr>
<td>• How do I communicate my understanding?</td>
<td>• How can I help others?</td>
<td>• How can I look after myself and others?</td>
<td>• What are my responsibilities?</td>
<td>• What is language?</td>
</tr>
<tr>
<td>• How do we learn language? How do we acquire language?</td>
<td>• How can I learn about communities through language B?</td>
<td>• How do languages impact on society? On individuals? On me?</td>
<td>• In what way can environments influence language?</td>
<td>• Where does language come from?</td>
</tr>
<tr>
<td>• What skills are specific to language B?</td>
<td>• How are languages used in communities?</td>
<td>• Can the status of languages communicate the health of a society?</td>
<td>• How can language change with an environment?</td>
<td>• How have languages evolved over time?</td>
</tr>
<tr>
<td>• What does it mean to be bilingual?</td>
<td>• How does language shape a community?</td>
<td>• Is learning a second language a luxury or a necessity?</td>
<td>• In what way can language influence environments?</td>
<td>• What are the effects of language evolution?</td>
</tr>
<tr>
<td>• How can similarities and differences between languages help my learning?</td>
<td>• How do multiple languages add to a community?</td>
<td>• Do I see health and social issues differently if I view them through another language?</td>
<td>• How does language B influence the school environment?</td>
<td>• How can language initiate change?</td>
</tr>
<tr>
<td>• How does learning a second language help me with learning in other subjects?</td>
<td>• How can a community influence a language?</td>
<td>• How can language be used to influence people?</td>
<td>• How can language B affect our understanding of different environments?</td>
<td>• What would the world be like without language?</td>
</tr>
<tr>
<td>• What skills and knowledge can I take from other subjects and use in my language learning?</td>
<td>• How are bilingual people viewed by communities?</td>
<td>• Do people change if they learn a second language? If so, to what extent?</td>
<td>• How do my language B skills enable me to understand different environments?</td>
<td>• In what ways have humans shaped language?</td>
</tr>
<tr>
<td>• How can I organize my learning in language B?</td>
<td>• What have I learned about language and the community?</td>
<td>• In what ways does language B allow me to express myself?</td>
<td>• How can my language B skills help me to improve my environments?</td>
<td>• How does technology affect language?</td>
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<tr>
<td>• What are effective ways of working with my classmates?</td>
<td>• What would the world be like without many languages?</td>
<td>• How does language B enable me to learn about myself and others?</td>
<td>• What power can language B give us to communicate environmental issues to the world?</td>
<td>• In what ways has knowledge influenced language?</td>
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<tr>
<td>• How can collaborative work improve our language skills?</td>
<td>• How can I improve my community through what I’ve learned in language B?</td>
<td>• How important are languages for personal development?</td>
<td>• •</td>
<td>• How is language developing in my time and culture? In the language B culture?</td>
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<td>• How can I use language to show respect when working with others?</td>
<td>• •</td>
<td>• How can my learning in language B help me to make healthy choices?</td>
<td>• •</td>
<td>• How do languages impact each other?</td>
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<td>• What can I do to improve my language learning?</td>
<td>• •</td>
<td>• How does learning in language B facilitate our understanding of ourselves and others?</td>
<td>• •</td>
<td>• What makes a language valid for learning?</td>
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<tr>
<td>• How can I plan and organize my work effectively?</td>
<td>• •</td>
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<td>• On what basis do I choose the language I use in different contexts?</td>
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<tr>
<td>• What can I do outside the language classroom?</td>
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<td>• •</td>
<td>• Can my communication make a difference?</td>
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<td>• How can information and communication technology (ICT) help my language learning?</td>
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<td>• •</td>
<td>• What contributions to development has the target language made?</td>
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<tr>
<td>• How can I evaluate my own language use?</td>
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## Mathematics

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<td>• How can I look after myself and others?</td>
<td>• What are my responsibilities?</td>
<td>• What is mathematics? Where does it come from?</td>
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<tr>
<td>• What do we learn in mathematics? How is</td>
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</table>
learning in mathematics similar to or different from learning in other subjects?
• What skills are specific to mathematics?
• How is communication in mathematics different from other subjects?
• How does learning mathematics help me with learning in other subjects?
• What skills and knowledge can I take from other subjects and use in my mathematics learning?
• How can I plan and organize my learning more effectively?
• What are effective ways of working with my classmates? How can collaborative work improve my mathematics skills?
• What is the value of reflection in mathematics?
• How can information and communication technology (ICT) help my mathematics learning?
• How can learning mathematics improve my thinking skills?

• What is the role of mathematics in a community and in the world?
• How is the knowledge of mathematics useful in communities?
• How can a community influence the learning of mathematics?
• What is my role in the community? How can I contribute to my community through mathematics?
• What would the world be like without mathematics?
• How can I improve my community through what I’ve learned in mathematics?

• How does mathematics impact on society? On individuals? On me?
• Can mathematics be used to influence the health of a society?
• To what extent can mathematics contribute to the well-being of people and societies?
• How can mathematics help to communicate the health of a society and/or nation?
• In what ways does mathematics allow me to express myself?
• How does mathematics enable me to learn about myself and others?
• How can my learning in mathematics help me to make healthy choices?

• In what way can mathematics influence natural, built and virtual environments?
• How does mathematics influence the school environment?
• What issues do natural, built and virtual environments present for mathematics?
• How can mathematics affect our understanding of different environments?
• How do my mathematics skills enable me to understand different environments?
• How can my mathematics skills help me to improve my environments?
• What power can mathematics give us to communicate environmental issues to the world?
• How has mathematics evolved over time?
• How can mathematics initiate change?
• What would the world be like without mathematics?
• In what ways have humans shaped mathematics? In what ways has mathematics shaped our lives?
• How does mathematics affect language?
• In what ways has knowledge influenced mathematics?
• In what ways has mathematics influenced knowledge?
• How is mathematics developing in my time and culture?
• How useful is mathematics in my life?
• What contributions has mathematics made to human civilizations?

### Physical Education

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<th>Physical Education</th>
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<tr>
<td><strong>ATL</strong></td>
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<tr>
<td>How do I learn best?</td>
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<td>How do I know?</td>
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<tr>
<td>How do I communicate my understanding?</td>
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<td>How can attitudes help me master a specific skill?</td>
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<td>How do individuals reach the top of their field?</td>
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### Sciences

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<th>H&amp;S</th>
<th>Environments</th>
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<tbody>
<tr>
<td>• How can I learn best in science?</td>
<td>• What is the role of science in a community and in the world?</td>
<td>• How does science impact on society, on individuals and on me?</td>
<td>• How can science influence the natural, built and virtual environments?</td>
<td>• What is science? Where does science come from? How has science evolved over time?</td>
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<tr>
<td>• What thinking skills and processes are specific to science?</td>
<td>• How does science shape communities and our lives?</td>
<td>• How can science be used to influence people and societies?</td>
<td>• In what ways can environments influence science?</td>
<td>• What makes a scientist? What qualifies a person as a scientist?</td>
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<td>• What does it mean to be scientifically literate?</td>
<td>• How is science communicated across time and cultures?</td>
<td>• To what extent can science contribute to the well-being of people and societies?</td>
<td>• What issues do natural, built and virtual environments present for science?</td>
<td>• How is human ingenuity portrayed in sciences? How can science initiate change and challenge our thinking?</td>
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<tr>
<td>• What is the value of scientific inquiry?</td>
<td>• How can my understanding of science contribute to my development as a citizen?</td>
<td>• How does science facilitate our understanding of ourselves and others?</td>
<td>• In what ways do environments affect scientific development?</td>
<td>• In what ways have humans shaped science? In what ways has science shaped our lives?</td>
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<tr>
<td>• How do I formulate and test a hypothesis?</td>
<td>• How can I learn about communities through science?</td>
<td>• Is science a luxury or a necessity in societies?</td>
<td>• How can my knowledge and understanding of science enable me to understand and contribute to different environments?</td>
<td>• What would the world be like without science?</td>
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<tr>
<td>• How do I design and carry out a scientific investigation?</td>
<td>• What are the uses and limitations of science in my community and in the world?</td>
<td>• How important is science for personal and social development?</td>
<td>• How can science impact on the school environment?</td>
<td>• What is the relationship between science and ethics?</td>
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<tr>
<td>• How do I identify and manipulate relevant variables?</td>
<td>• To what extent do people and/or communities change through scientific experiences?</td>
<td>• How can my knowledge and understanding of science help me to make correct or healthy choices?</td>
<td>• What are realistic changes that I can make that will impact positively on my environments?</td>
<td>• Who are the science pioneers in my time, and in earlier times? What makes them pioneers?</td>
</tr>
<tr>
<td>• How do I plan to collect sufficient valid and reliable data?</td>
<td>• How can science influence a community? How can communities influence science?</td>
<td>• What behaviours and attitudes will I seek to change in myself as a result of my experiences in science?</td>
<td>• What are the uses and limitations of science in addressing issues of natural, built and virtual environments?</td>
<td>• What is the relationship between science and technology?</td>
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<tr>
<td>• How do I collect, record and communicate data?</td>
<td>• What is my role in the community? How can I contribute to my community through science?</td>
<td>• What safety considerations are relevant for working in science?</td>
<td>• What power and responsibility do scientists have in communicating environmental issues?</td>
<td>• In what way has technology influenced science? In what way has science influenced technology?</td>
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<tr>
<td>• How can I process data to draw reliable conclusions?</td>
<td>• What would the world be like without science?</td>
<td>• How can I use my knowledge and understanding of science to look after myself and others?</td>
<td>• How do my scientific understanding and skills enable me to understand and improve different environments?</td>
<td>• developments?</td>
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<tr>
<td>• How can I evaluate scientific information? How can my understanding of science allow me to challenge information and formulate supported arguments?</td>
<td>• How important is science for personal and social development?</td>
<td>• What is the role of science in a community and in the world?</td>
<td>• In what ways do environments affect scientific development?</td>
<td>• How have my own views of science, and about how science works, changed?</td>
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<tr>
<td>• How can I communicate my ideas and findings in an appropriate scientific manner?</td>
<td>• What is my role in the community? How can I contribute to my community through science?</td>
<td>• How does science shape communities and our lives?</td>
<td>• What makes a scientist? What qualifies a person as a scientist?</td>
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<td>• How do I acknowledge the work of others?</td>
<td>• What would the world be like without science?</td>
<td>• How is science communicated across time and cultures?</td>
<td>• What issues do natural, built and virtual environments present for science?</td>
<td>• How is human ingenuity portrayed in sciences? How can science initiate change and challenge our thinking?</td>
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<td>• How do I reflect on and evaluate my work in science?</td>
<td>• What is the role of science in a community and in the world?</td>
<td>• How does science shape communities and our lives?</td>
<td>• To what extent can science contribute to the well-being of people and societies?</td>
<td>• In what ways have humans shaped science? In what ways has science shaped our lives?</td>
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<td>• How can ICT support my learning in science?</td>
<td>• How can my understanding of science contribute to my development as a citizen?</td>
<td>• How does science facilitate our understanding of ourselves and others?</td>
<td>• In what ways do environments affect scientific development?</td>
<td>• What would the world be like without science?</td>
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<td>• What are effective ways of</td>
<td>• How can I learn about communities through science?</td>
<td>• Is science a luxury or a necessity in societies?</td>
<td>• How can my knowledge and understanding of science enable me to understand and contribute to different environments?</td>
<td>• What is the relationship between science and ethics?</td>
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<td>• What are the uses and limitations of science in my community and in the world?</td>
<td>• How important is science for personal and social development?</td>
<td>• How can science impact on the school environment?</td>
<td>• Who are the science pioneers in my time, and in earlier times? What makes them pioneers?</td>
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<td>• To what extent do people and/or communities change through scientific experiences?</td>
<td>• How can my knowledge and understanding of science help me to make correct or healthy choices?</td>
<td>• What are realistic changes that I can make that will impact positively on my environments?</td>
<td>• What is the relationship between science and technology?</td>
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<td>• How can science influence a community? How can communities influence science?</td>
<td>• What behaviours and attitudes will I seek to change in myself as a result of my experiences in science?</td>
<td>• What are the uses and limitations of science in addressing issues of natural, built and virtual environments?</td>
<td>• In what way has technology influenced science? In what way has science influenced technology?</td>
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<td>• What is my role in the community? How can I contribute to my community through science?</td>
<td>• What safety considerations are relevant for working in science?</td>
<td>• What power and responsibility do scientists have in communicating environmental issues?</td>
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<td>• What would the world be like without science?</td>
<td>• How can I use my knowledge and understanding of science to look after myself and others?</td>
<td>• How do my scientific understanding and skills enable me to understand and improve different environments?</td>
<td>• How have my own views of science, and about how science works, changed?</td>
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Design/Technology

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<th>ATL</th>
<th>C&amp;S</th>
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<th>Environments</th>
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</table>
| • How do I learn best?  
• How do I know?  
• How do I communicate my understanding?  
• What do we learn in technology?  
• How is learning in technology similar to or different from learning in other subjects?  
• What skills are specific to technology?  
• In what ways can the use of the design cycle help me learn?  
• How do we investigate an issue in technology?  
• How do we acknowledge sources?  
• How do we formulate a design specification?  
• How can I communicate my design ideas?  
• What is an effective plan in technology?  
• How can we effectively record the process of creation?  
• Of what does an evaluation in technology consist?  
• How do I evaluate my work?  
• What is the value of evaluating the work of others?  
• What is the value of reflection in technology?  
• What does it mean to be competent in technology?  
• How can I improve my learning and my performance in technology?  
• How can I organize my learning in technology?  
• What will I do | • How do we live in relation to each other?  
• How can I contribute to the community?  
• How can I help others?  
• What is the role of technology in a community and in the world?  
• How does technology shape communities and our lives?  
• How can I learn about communities through technology?  
• What are the powers and limitations of technology in my community and in the world?  
• To what extent do people and/or communities change through technology experiences?  
• How can technology influence a community? How can communities influence technology?  
• What is my role in the community? How can I contribute to my community through technology?  
• What would the world be like without technology? | • How do I think and act?  
• How am I changing?  
• How can I look after myself and others?  
• How does technology affect society, individuals, me?  
• Can technology be used to influence people and societies?  
• To what extent do people change through technology experiences?  
• To what extent can technology contribute to the well-being of people and societies?  
• Can technology communicate the health of a society and/or nation?  
• Is technology a luxury or a necessity in societies?  
• In what way does technology allow me to express myself?  
• Can I create a product/solution to communicate with others?  
• How can learning technology facilitate my understanding of myself and others?  
• How important is technology for personal and social development?  
• How can my learning of technology help me make healthier | • How can technology influence natural and human-made environments?  
• In what way can environments influence technology?  
• What issues do natural and human-made environments present for technology?  
• In what way do environments affect people that develop technology?  
• How can technology enable me to understand and contribute to different environments?  
• How can technology impact the school environment?  
• What realistic changes can I make that will impact positively on my environments?  
• What are the powers and limitations of technology in addressing issues of natural and human-made environments? | • Why and how do we create?  
• What are the consequences?  
• What is technology? Where does technology come from?  
• How has technology evolved over time?  
• How can technology initiate change?  
• In what ways have humans shaped technology?  
• In what ways has technology shaped our lives?  
• What are the effects of technology evolution?  
• What would the world be like without technology?  
• In what way has knowledge influenced technology?  
• In what way has technology influenced knowledge?  
• To what extent are sciences and technology interrelated?  
• How is technology developing in my time and culture?  
• How do different technologies impact each other?  
• On what basis do I choose the technology I use in different |
| What will I do to improve a specific skill? |
| What behaviours and attitudes will I seek to change in myself? |
| What skills and knowledge can I take from other subjects and use in my technology learning? |
| The relationship between information and communication technology (ICT) and technology? How can ICT help my learning in technology? |
| What is the relationship between information and communication technology (ICT) and technology? How can ICT help my learning in technology? |
| The relationship between information and communication technology (ICT) and technology? How can ICT help my learning in technology? |
| What are the contributions to development has technology made? |
| What are the technology pioneers in my time? What makes them pioneers? |
| To what extent do people change through technology experiences? |
| Can technology be unethical? |
| How have my own views of technology changed? |
| What are the contributions to development has technology made? |
| What are the technology pioneers in my time? What makes them pioneers? |
| To what extent do people change through technology experiences? |
| Can technology be unethical? |
| How have my own views of technology changed? |
Appendix D: Effective action plans

- Include everything you need to do to make your project happen. Start with a breaking down of your project into steps. The more detailed you are about each step you need to take, the more useful your action plan will be.

- Include targets that are time-bound and commit you to having achieved a step at a particular time. This will ensure you know when steps should be taken and is clear that these can be achieved within time frame. For this, you will need realistic estimates of how long each step will take. You could include this in your final action plan.

- Are realistic and take account of other deadlines and commitments. Think carefully about how much time you are able to dedicate to the personal project at different stages of the year. You are much more likely to stick to your outline if time frames are achievable.

- Take into account everything that will support your in achieving your goal. Who is going to help with each step? What resources will you need to achieve each step? Including answers to these questions will help you to be sure you can get your hands on the resources and get time from the people that are going to make the project a success and that they are available when you need them.

- Are used to reflect on AtL and AoI links. Thinking about how each step relates to your Area of Interaction Focus, as well as which Approaches to Learning skills you are using at every stage will improve the quality of your report.

- Are referred to in the report and submitted as an appendix. This avoids lengthy descriptions of each step of the process in your final report. At the same time, it demonstrates to the reader – the person who will award your final grade – that you have thought through each of these steps in detail.

- Are revisited throughout the process and reflected on in the process journal. Has each step taken as long as you thought? Did other commitments get in the way of your achieving each step? How has each step contributed to the development of the project and your development as a learner and an individual? The action plan should be adjusted as you go along – if something has taken more or less time than you thought, then everything that comes after will need to be shifted accordingly. The process journal should be used to record your reflections on each step of the process and your ability to stick to the time line you have set yourself.
SMART Goal Setting
Goals should emphasise what you WANT to happen.

Specific
Specific is the What, Why and How of the SMART model
- What are you going to do: direct, organise, lead, plan, build, etc
- Why is this important?
- How are you going to do it?

Measurable
If you can’t measure it, you can’t manage it! Basically, your goal needs to be able to be measured so you know if it is a success.
- Choose goals that you can see the change occur e.g. “I want to read 100 pages a night” not “I want to be a good reader”.
- Establish how you will measure your progress

Attainable/ Achievable
- How can you make your goals come true?
- Think about all your commitments and your work habits and set your goals so that you can reach them.
- If your goals are too far out of reach, you won’t commit to them.
- You want to feel SUCCESS!

Realistic/ Results driven
This doesn’t mean “easy” – it means “do-able”. It should push your skills and knowledge but it shouldn’t break you.
- Your goal has to be realistic: never eating sweets or cakes again may not be realistic if you like these foods. Setting a goal of eating one piece of fruit a day instead of a sweet is realistic.
- Be sure to set goals you can attain with effort.

Set the bar high enough for a satisfying achievement!

Timely
- Set a time frame for the goal: for next week, in three months. Putting an end point on your goal gives you a target.
- If you don’t set a time, the commitment is too vague. There is no urgency.
- Time must be measurable, attainable, realistic.
Sample Action Plans

Personal Project Plan
Creating a fitness plan for someone to follow while training for a half-marathon

1) Step: Final ideas list for what I will need to include in my fitness plan.
   People Involved: supervisor and a recent half-marathon runner.
   AOI Link: Approaches to learning → to stick to my due date.
   Interview: On a recent half-marathon runner for advice on the basic “must-haves” in my fitness plan.
   Date Due: November 22\textsuperscript{nd}

2) Step: Write the introduction to my fitness plan.
   People Involved: supervisor
   AOI Link: Approaches to learning → to stay organized and stick with the due date.
   Research: Existing fitness plans
   Date Due: December 6\textsuperscript{th}

3) Step: Begin first draft of the actual plan itself.
   People Involved: supervisor
   AOI Link: Approaches to learning → to focus and make sure I’m on task.
   Research: Nutrition, training, dangers of “over doing it” etc.
   Date Due: January 10\textsuperscript{th} (meeting in December with supervisor to see how it’s coming and for advice, input etc).

4) Step: Begin the essay part of the project, using the journal entries as support and giving examples of when I had trouble and how I could change my fitness plan to improve and for a decrease in problems for someone using my fitness plan to encounter.
   People Involved: supervisor
   AOI Link: Health and Social Education → reflecting on how my fitness plan has been working out for me (physical aspects, mental aspects etc). Approaches to learning → staying focused on my goal.
   Date Due: February 10\textsuperscript{th} (meeting in January with supervisor to see how it’s coming and for advice, input etc).
5) Step: Final preparations for the half-marathon (March 6\textsuperscript{th}) and reflections completed regarding the half-marathon after the fact.  
People Involved: supervisor  
AOI Link: Health and Social Education $\rightarrow$ training for the half-marathon and Approaches to learning $\rightarrow$ to keep me focused of achieving my goal. Date Due: March 10\textsuperscript{th}

6) Step: Turn in draft to supervisor  
People Involved: supervisor  
AOI Link: Approaches to learning $\rightarrow$ to make sure I make this \textit{important} deadline  
Step: Final Project due to supervisor and Mr Burton
Sumika Ito

Planning Process

First, I needed to make a detailed plan to successfully complete this project. Time management helped me to clearly organize my steps so it was very useful. Here is my planning:

<table>
<thead>
<tr>
<th>Process</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<tr>
<td>Journal</td>
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<td>Make a booklet</td>
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<td>Conclusion</td>
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<td>Evaluation</td>
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In this project, of primary importance was interviewing people so I had to succeed at any cost. Also, I wanted to take a lot of time to research information. I had some ways to collect it such as reading books and newspapers, searching on the Internet and watching TV. In this way, I checked the facts then used good sources. I needed to rewrite my draft essay with my supervisor so I spent two months studying all of the sections.
Kiyo Yamanaka

Outline

Research
- the present situation of nuclear weapons
- the current situation of the prevention of nuclear weapons
- the historical incidents related to nuclear weapons
- the reasons of why it is difficult for us to get rid of nuclear weapons
- the function of the UN
- what the UN has been doing towards the problems of nuclear weapons

The Creation of the Project
- writing a letter to the Secretary-General of the United Nations, Ban Ki-moon
- making a petition

AOI
- what are our environments?
- what resource do we have?
- what resources do we need?
- how can I improve the environment?
Maddy Walters

Section A: Description of the Process - Project Creation Outline

In September 2010, I had decided that I wanted to do something about war and its impact on society. Back then, I had not chosen whether I was going to focus my project on WW1 or WW2. I was more inclined to do a project on WW2 and the Holocaust as I had previously visited concentration camps in Poland, an experience which affected me deeply. For the first month of October I planned to create a collection of materials, including collages and short films on WW2. I visited Germany in October, where I went to see Hitler’s bunker in the Obersalzberg, the Holocaust museum in Berlin and several other important WW2 historic sites.

After the trip and with much reflection, I decided against doing a project on WW2 as I thought that too many people would be doing similar projects. I wanted to do something different. I decided to concentrate on WW1 and focus on its collective memory in Australian today as we approach the 100th anniversary of that war. I originally intended to make a film in which I hoped to more easily convey and communicate the enduring impact of WW1 on so many Australian families to my generation.

I started my project by gathering background research on the war from a variety of different book and Internet sources. This enabled me to start writing about the two battles that took place at Fromelles and Villers-Bretonneux.

I visited Australia in December, where I was able to interview family members, particularly my grandmother, about the impact the war had on her family and why she thought it meant so much to her and to Australians in general. Coming from the generation of children whose fathers and uncles fought in WW1, my grandmother had a very strong emotional response. She described to me how the war changed the face of Australia as a country and Australians the hardships her relatives went through after they came back from the war. She described how returning soldiers couldn’t accept civilian life after the war and how this greatly disrupted their family life and the communities they lived in. I also learnt how women were required to take on working roles in many areas because of the absence of much of the male working population. This helped pave the road for the greater equality for women in the 20th century. From the interview I conducted with my grandmother I gained a greater comprehension of the how the war affected her generation and her parents generation first hand. (Walters, Mary, Personal Interview, 24th Dec 2010).

I then conducted research at the Australian War Memorial in Canberra. Here I found out about the battles of Villers-Bretonneux and Fromelles as well as conducting my preliminary research on missing soldiers from each battle. I discovered I could access many of the archive records digitally online in France, so that was how I was constantly able to refer to archive sources.

1See Appendix Section A 1.1 for References
2Appendix Section B, 2.1 for full interview transcript
throughout my project\(^3\). When I returned to France and talked to my supervisor Ms Fox, we agreed that creating a video could be technically difficult because I didn’t know about the processes of editing. Instead I decided to write a small book.

I then had to decide on a chapter plan\(^4\). Originally I intended to include the stories of 4 soldiers from the battles of Villers-Bretonneux and Fromelles as well as one story of a nurse that looked after the wounded on the Western Front. I wanted to link each chapter with a theme, the two main themes focusing on the two battles. I chose ‘Australia’s enduring impact with France’ as the theme for Fromelles, because a new cemetery had just been inaugurated there in July 2010. The battle of Fromelles on July 19/20 1916 proved to be the costliest 24 hours in Australia’s military history with our soldiers suffering 5,500 casualties (Lindsay, p5).

**Plans I made to achieve my goal\(^5\):**

Cycle in which I collected the materials for writing my book:

For Villers-Bretonneux I decided to look at the theme of how WW1 helped shape Australia’s national identity. This battle was one of the defining moments for Australians on the Western Front when our soldiers stopped the Germans taking Amiens. This battle caused the French Commander-in-Chief, Ferdinand Foch, to tell Australians: “You saved Amiens. You saved France. Our gratitude will remain ever and always to Australia” (Inglis, p265). I used these themes so I

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\(^3\) Refer to Appendix Section E, 5.0 and 5.1 for samples of archival records  
\(^4\) Appendix Section C, 3.2  
\(^5\) Description of the Process and Outline – See Appendix Figure 2.0
could directly link in with my AOI of community and service and answer my initial inquiry question of why the war has an enduring impact on Australia.

I later decided that telling the stories of 4 soldiers and one nurse was going to be too time consuming, I then created a second draft of my chapter plan. In the end, I only wrote up the stories of 2 soldiers. I chose to describe the life story of two Australians who died in action at Fromelles and Villers-Bretonneux; Lieutenant Robert Burns and Private Phillip Duggan.

For each of the above chapters I went into great detail about the battles including a lot of technical information about the tactical points of the battle. This was very time consuming but also very interesting. I learned a lot about the military campaigns as well as the complexities of fighting on the Western Front.

I visited the battlefields of Fromelles and Villers-Bretonneux, as well a number of museums on the Western Front. I interviewed the major of Fromelles, Hubert Huchette, as well as Jean-Marie Bailleul, a local historian at Fromelles (See footnote 10) and Lorraine El-Yabouri, who runs the military museum at Villers-Bretonneux. These people helped me to reach a better understanding of what WW1 still means to both France and Australia today. Visiting the actual battlefields helped me to understand why Australians keep coming back to France to visit the war cemeteries. As Lorraine El-Yabouri said in an interview I had with her in Villers-Bretonneux, “People here say there is a little bit of Australia in France”. It made me realise the extraordinary costs in human life and the devastating physical effects on small towns across northern France.

My finished product was a small book including 8 chapters, which summarised my research and my own personal reflections on what I learned from undertaking this project.
Setting Priorities!

*It is a good idea to set out a time plan. You will need to consider the order of the tasks.*

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<tr>
<th>Task (s) to be completed, meetings etc.</th>
<th>By when (Date)</th>
<th>Done</th>
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Appendix E: Reflection questions for producing the project report

The goal

These are questions you might use to help you think about your project when producing your report. You don’t have to answer each question as a checklist but they are to give you an idea of the type of information to include. You need to be aware of the overall word or time limit for the project. Some sections of your report may be longer than others; this is usual.

- What area of interaction was the context for your project? Why did you generally choose that area of interaction? What specific features of the area of interaction did you intend to focus upon in your project and why?
- What personal interest topic did you select? Why did this topic interest you? How much prior experience or understanding of this topic did you have? How does this interest or topic directly relate to your chosen area of interaction?
- What inquiry question did you design from the area of interaction and topic? What process did you use to decide on your inquiry question? Why is your question one that requires more than a simple answer? How can someone recognise the area of interaction in the question? How do they recognise the topic in the question?
- What goal did you set for your project? What specifications did you put in place to help you successfully complete your investigation and your project overall?

Select sources

- What resources did you investigate for your project? Why did you choose them? Were some resources better than others? Did you have any difficulties finding or using resources?
- What printed resources did you use? Why did you use them? Where did you find them? How easy were they to obtain? What was valuable about them?
- What electronic resources did you use? Why did you use them? How did you access them? How easy were they to access? What was valuable about them?
- What human resources did you use? Why did you use them? How easy were they to meet or talk to? What was valuable about them?
- How did you make your choices about what information to use and what to discard? How did you evaluate your sources?

Application of information

- What exactly did you do to complete your project? What decisions did you make based on the information you discovered? How did you solve problems? How did the information affect your choices?
- Were there any specific techniques you developed as a result of your investigation?
Achieve the goal

- Did you adjust or alter your original goal as the project developed? If you made changes, why did you make the changes? Do you feel that you successfully achieved your goal?
- Did you have to alter your specifications much during the process? Explain how effective your specifications turned out to be overall and evaluate your product.
- What level of achievement would you award your product or outcome based on your specifications? Does your supervisor agree with this?

Reflect on learning

- What exactly did you learn from your investigation? What was your response to your inquiry question? How did you reach your conclusion or hypothesis or point of view or expression of ideas? What aspects of your investigation really helped you to reach a better understanding of your topic?
- What new understanding do you have the area of interaction you chose to use as the context for your project? How did the area of interaction context give you a different or better understanding of your topic?
- How well did you do the project, according to your self-assessment? What did you feel you did well? What would you improve next time you do a similar project?
- What specific skills did you need to develop/apply to investigate and complete your project? What new skills did you learn, or what existing skills did you improve?
- What format did you use for your Journal and why was it your preferred format?
- What did you learn about yourself as a person through undertaking the project process? Which of the Learner Profile qualities did you find yourself exhibiting at different times and why? Have you improved in any of these qualities?
- What action should be taken by yourself and others as a result of what you discovered through your investigation? Why should that action occur? How might that action be implemented?
- Final comment about your experience with the project?
Reflecting on the project

Your learning about the area of interaction

What do you think now that you didn’t think at the start?
What further questions do you have that are inspired by the AOI?

Your learning about the topic

What do you know now that you didn’t know at the start?
What further questions do you have?

How did your ATL skills develop?

What were your strengths and weaknesses when using the ATL skills?
What do you know now that you didn’t know at the start? What further questions do you have?

Your learning about the topic

What do you think now that you didn’t think at the start? What further questions do you have that are inspired by the AO?

Your learning about the area of interaction

What were your strengths and weaknesses when using the ATL skills?

Reflecting on the project

How did your ATL skills develop?
Appendix F: MLA standards for writing a bibliography

Preparing a Bibliography or List of Works Cited

The International School of Paris encourages the use of the citation format of the Modern Language Association (MLA).


Examples used come from different sources, cited at the beginning of each section.

<table>
<thead>
<tr>
<th>Books</th>
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<td><strong>Examples in this section come from:</strong></td>
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Basic form:
Author’s last name, first name. *Title.* Place published: Publisher, year of publication. Medium of publication (print).

**No author**

**One author**

**Two or three authors**
--For the second author, list the first name followed by the last name:

**More than three authors**
--Add *et al* (and others) after the first author:

**Editor not Author**
*Use the book form, but added. following the editor’s name (or eds. in the case of multiple editors).*
Map
--Treat a map or a chart like a book:
Title of Map. Map. Place published: Publisher, copyright date. Print


Dictionary

Works in a collection or anthology
In general, begin with the author of the work and the title, often in quotation marks unless it has been previously published as a separate piece. You may also include the original date of publication following the title of the work.

Author’s last name, first name. “Title of work.” Title of anthology. Place published: publisher, copyright date. Page numbers. Medium of publication (print).


Anthology or multi-volume set

For poems and essays, use quotations marks around the title of the poem.

An Encyclopaedia

One author

No author

Magazines, Newspapers, and other sources
Examples in this section are my own or come from:

Magazine Article


An Interview

In general, begin with the name of the person being interviewed, followed by the type of interview, and the date. If the interview has been published or broadcast, add the title of the interview in quotation marks. The interviewer’s name may also be added following the interviewee’s name (Interview with___).

Types of interviews: Personal interview, Telephone interview, E-mail interview.

Prelutsky, Jack. E-mail interview. 10 Mar. 2004.


**Electronic Sources**

Examples in this section come from the following sources:


For electronic sources you need the following information:
The author or editor’s name.
The title of the document or page in “quotation marks”.
The title of the website in *italics*.
The name of the sponsor or publisher of the site (often located at the bottom of the page).
The date of posting or revision (this may be the copyright date).
The medium of publication (Web).
The date you accessed the site (day/month/year)

All of this information will not be available all the time. Include the information that is available. If no author is given, start with the title of the piece, and use a shortened version of the title for parenthetical citations.

**Website—basic format**

Name of author or editor (if given). *Name of Website*. Name of sponsor or publisher of site (if applicable). Date of Posting/Revision. Medium of Publication (Web). Date of Access.

Page or Part of a Website
Author(s). “Page Title.” Name of web site. Name of sponsor or publisher of the site. Date of posting/ revision. Medium of publication (Web). Date of access.


Online journal or magazine article—basic format
Author (s). “Title of Article.” Title of Journal volume. Issue (year): Pages/ Paragraphs. Medium of Publication. (Web). Date of access.

Online Image
Artist (or photographer) if available. “Description or title of image.” Date of image. Title of larger site. Medium of publication (Web). Date of download.

E-mail (or other unpublished personal communication)
Author. “Title of the message (if any)” Description of the message, including the recipient. Date of the message. Medium of Delivery (Email).


Online Database (Ebsco)
Author. “Title of Article.” Publication Name Volume Number (if necessary) Publication Date: page number-page number. Database name. Medium of access (Web). Date of access.


How to reference your sources in the text

Every time you quote or paraphrase something that you have read in a book, you must say so by referencing it. You can do this by footnoting the reference. However, the MLA (Modern Language Association) suggests you use the following format:
Put the author’s name and page reference in brackets after you have used his words, facts of ideas.

e.g.
The SALT treaties avoided some of the key nuclear issues, such as MIRVs, and did not stop the countries developing new nuclear technologies (Gaddis 200)

If you refer to the author directly in your text, you don’t need to repeat his name in the brackets.

e.g.
Gaddis has argued this point (200 – 201)

You MUST reference every idea that is not yours. This does not mean referencing every sentence, for example:

SALT did achieve some things in 1972, but it also left many problems unsolved. It failed to stop the arms race and the flow of millions of dollars into nuclear arms that each country hoped would never be used. It also showed up what seemed to be a visible imbalance between the nuclear arsenals of the US and USSR: something that would become problematic as the SALT 2 talks progressed and would affect public opinion at home in the US. (Gaddis 199-202)

When referencing websites, put the title of the article in the brackets (the part you have put in quotation marks when citing the source in your bibliography).

Everything referenced in your text must be fully cited in your bibliography in the correct way.

Helen Wenham, 2006.
Modified, Emma Dornan, 2008