GRADE 10 eASSESSMENT GUIDE FOR STUDENTS AND PARENTS

August 2018 UPDATE

KEY DATES

DATE	EVENT
Tuesday 4 September 2018	MYP Workshop - Introduction to eAssessments, Service as Action and Personal Project Launch for Grade 10 students (All Day)
Tuesday 18 September 2018	Parent Information Session in PAC for eAssessment and Personal Project
Saturday 20 October 2018	IB DEADLINE: IB candidate registration deadline for eAssessments and Personal Project
December 2018/January 2019	Language Acquisition, PHE, Design and Arts ePortfolio units begin
Monday 15 February 2019	Personal Project report final due date
March 2019	ePortfolio units completed and student coursework submitted to teachers
April 2019	Mock eAssessment exams in Maths, I&S, Sciences and Lang Lit English (exact dates TBC)
Wednesday 1 May 2019	IB DEADLINE: Deadline for withdrawal from May 2019 examination session
May 13 to May 24 2019	onscreen eAssessment exams (schedule TBC)
Monday 20 May 2019	IB DEADLINE: MYP service requirement to be completed and completion registered with the IB
1 August 2019	Issue of results
1 August 2019	Enquiry upon results commence
15 October 2019	Final date for accepting enquiries upon results

Part 1: What are 'eAssessments' and why does ACS Egham offer these qualifications?

The IB has externally assessed examinations and coursework portfolios for students in the final year of MYP (Grade 10). This is now the sole route to achieving IB-validated grades at the end of Grade 10. These qualifications have been titled 'eAssessments', as they are completed electronically on a laptop or desktop computer, rather than using the more traditional paper-based approach.

All final year MYP students are also required to register for external moderation of the Personal Project, an independent research project completed in Grade 10.

The IB's reasons for introducing externally assessed examinations, externally moderated coursework portfolios and externally moderated Personal Projects are as follows:

'MYP external assessment provides a balanced and age-appropriate strategy that schools can use to validate student achievement: Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period of time.'

'The IB knows that students are increasingly digitally aware and engaged with technology, which is why the Middle Years Programme (MYP) is pioneering an innovative assessment model for year 5 students that goes beyond traditional examinations.'

'Onscreen examinations offer new opportunities for making assessment more engaging, authentic and efficient

(onscreen examinations only last 2 hours each). Working in a familiar digital environment, students can use a variety of tools to respond to challenging questions. Examinations include rich media background resources (interactive text, images, video, animations) as well as interactive tasks that simulate, sample or replicate classroom learning engagement in a secure environment. MYP onscreen examinations are carefully aligned with the programme objectives for each subject group.'

- MYP eAssessment factsheet, www.ibo.org

Part 2: Which eAssessments will we be doing?

At ACS Egham, in the May 2019 examination session, we will focus on all subject areas. Our current Grade 10 students will complete eAssessment examinations in the following subjects:

- **Language and Literature (English)**
- **Integrated Sciences**
- **Integrated Humanities**
- **Interdisciplinary learning**
- **Mathematics (Standard / Extended)**

Students will also complete coursework ePortfolios (electronic portfolios) in the following subjects:

- **Language Acquisition (French / Spanish)**
- **Design**
- **Physical and health education – PHE**
- **Arts (Drama, Music, Visual Art)**

All students will also be registered for the MYP **Personal Project**.

NOTE:
- All students studying Extended Mathematics in Grade 10 will be registered for the Extended Mathematics exam; all students studying Standard Mathematics in Grade 10 will be registered for the Mathematics exam.
- Students will be registered for an Arts ePortfolio in the discipline they have chosen to study in Grade 10.
- Students will be registered in Language Acquisition as either emergent (Phase 2), capable (Phases 3 and 4) or proficient (Phases 5 and 6), depending on the phase they are currently studying.

Bring it on.

For details about the Personal Project, please refer to the *Personal Project Handbook 2018-19* on Weebly or contact the Personal Project Coordinator.

In addition to the onscreen exams, ePortfolios and Personal Project, Grade 10 students are expected to fulfill an **individual service requirement** during the school year. There is NO HOURS REQUIREMENT, however – there are no minimum hours and no 'tallying up' time spent on service activities.

Grade 10 students are expected to either:

- Make a sustained commitment to one activity, participating in it on a regular basis for a long period of time (once a week or once a month for the entire year, for example)

OR
- Participate in several different service activities throughout the school year, such as volunteering at different school and community events

OR
- Make a short term, time-intensive commitment to a specific project.

Grade 10 students need to record their service involvement using ManageBac. They will also be expected to use ManageBac to reflect on the activities they have undertaken. Students can also choose to request reviews from their activity supervisors.

THINGS TO REMEMBER

- Activities that the student is being paid for (unless 100% of the profit is donated to a charitable organisation) are NOT considered suitable for service.
- All activities, whether carried out at ACS Egham or outside it, will only be considered as service if:
  - There is an adult supervisor who agrees to oversee the activity
  - The activity is approved by the MYP Coordinator or the MYP Service leader
  - At least one reflection is completed for each activity
  - The student demonstrates commitment to the activity
  - The student shows evidence of developing the activity and ensuring its success, where appropriate.

EXAMPLES OF SUGGESTED INDIVIDUAL SERVICE ACTIVITIES

Make a sustained commitment to one activity, participating in it on a regular basis:
- Participate in tech crew at assemblies, socials and other school events
- Perform in the school band at assemblies, graduations, concerts and other school events
- Volunteer at an animal shelter
- Work at Oxfam or another charity organisation
- Help to coach sporting teams either at school or in the local community
- Volunteer at an after school club
- Assist at after school Native Language Enrichment (NLE) classes
- Student Council or Yearbook Committee
- Assist in a Lower School class or after school
- Scouts or Guides

Participate in several different service activities throughout the school year:
- Volunteer at school events such as Open House student guide, MS/HS Socials (as DJ, decorator,

supervisor or food and drinks attendant), Student Council events, International Fair volunteer or activity organiser, Red Nose Day/Comic Relief events etc

- Assist at the school musical (backstage crew, props, costumes, makeup etc)
- Assist at the High School or Middle School play or at a school art exhibition
- Volunteer for 'one-off' opportunities, such as writing an article for the school website about a recent event or making a documentary about the Personal Project process

Make a short term, time intensive commitment to a specific project:
- Nepal Project
- Model United Nations (MUN)
- Duke of Edinburgh Bronze, Silver or Gold Award (these Awards each include a 'volunteering' component for at least three months)
- Running a marathon or training for a specific event in order to raise funds or awareness for a cause
- Working on a short term building project for a charitable organisation e.g. Habitat for Humanity

SELF-ASSESSMENT RUBRIC FOR SERVICE

For students: If you are unsure about whether an activity you have chosen will be appropriate for service, use this self-assessment rubric to help you gauge its suitability.

	Does not meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Challenge	No opportunity for the student to extend themself.	Provides some opportunity for the student to extend themself.	Overall experience presents a challenging opportunity.	Overall experience pushes the student beyond previous limits.
Benefit to others	Benefits only the student.	Has some benefit to others.	There is a clear and identifiable benefit to others.	There is an identifiable, substantial benefit to others.
Acquisition of skills	Little skill required.	Requires skills that student would be expected to have already mastered.	Enhances existing skills.	Develops new skills.
Initiation and planning by student	Student does not participate in or help plan any activities.	Student participates in but does not organise a school-sponsored activity.	Activity is organised by a student group with an adult leader and student actively participates.	Activity is planned, organised and run by the student. Activity requires active participation and input from the student. Plans reflect the needs of the community.
Establishing links with the community	Does not involve working with others.	Involves working within the school community only.	Involves working within the school and the wider community. The student demonstrates good intrapersonal skills.	Involves working with and within the local community and/or the international community. The student demonstrates exceptional interpersonal skills.
Commitment	The activities are one-off. There is little evidence of sustained commitment.	There is a mixture of one-off and short duration activities. There is insufficient evidence of sustained commitment.	The overall programme requires sustained commitment. The student shows evidence of self-direction.	The overall programme requires a high degree of commitment. The student shows perseverance and a high degree of self-direction.
Reflection	The reflection and other documentation of the experience are incomplete.	The reflection and other documentation of the experience has omissions.	The reflection and other documentation of the experience are complete. The reflection demonstrates awareness of successes and failures.	The reflections (more than one) demonstrate empathy, respect and self-awareness.

NOTE: This exam schedule is set by the IB and must be adhered to by all schools which have registered their students for the eAssessments.

- Morning examinations must start after 0700 hours and finish by 1300 hours local time
- Afternoon examinations must start after 12 noon and finish by 1800 hours local time
- All examinations are of two hours duration
- No examination can be rescheduled to an alternative time and/or date without authorisation from the IB Assessment Centre

DATE	MORNING	AFTERNOON
Tuesday 14 May		Integrated Humanities
Thursday 16 May		Standard Mathematics Extended Mathematics
Friday 17 May	Language and Literature (English)	
Thursday 23 May	Integrated Sciences	
Friday 24 May		Interdisciplinary learning

Part 5: Registering for the eAssessments

Students will be responsible for providing their personal details so that the MYP Coordinator can register them for the eAssessments and Personal Project. The information required of all students is:
- First name (as in passport)
- Last name (as in passport)
- Date of birth
- Gender
- First nationality
- Second nationality (if applicable)
- First language
- Second language (if applicable)

Students will provide their personal details by completing the IB MYP eAssessment registration personal details form (this will be supplied by the MYP Coordinator). When registrations have been completed,

parents are sent a copy of their child's registration and are asked to contact the MYP Coordinator immediately if there are any errors. When each student is registered, they are assigned a personal code by the IB. Parents are asked to keep this safe, as students will use the same personal code in both MYP and DP.

NOTE:
- It is important that students provide their first and last names AS THEY APPEAR IN THE STUDENT'S PASSPORT. This will be essential if legalisation of documents is required later on (this is requested by some universities and employers).
- Date of birth is requested so that the IB can link a student's full registration history (in MYP and DP), and is also used by universities and admission centres to match IB candidate results to their applications.
- Information on nationalities and languages are collected by the IB for statistical purposes and are not displayed on any results documentation.

Part 6: Preparation and support for students during the academic year

SPECIMEN PAPERS

The IB has published specimen exams to help schools prepare students for the May 2017 exam session. Grade 10 Maths and English teachers will use the specimen papers to design practice assessments and revision activities which will allow students the opportunity to practise the skills they need to demonstrate during the exams. The Grade 10 teaching teams will decide when to release the specimen exams to students.

STUDY SKILLS LESSONS

In Grade 10 Study Skills lessons, students will receive support and instruction specifically relating to aspects of the Personal Project, time management, organisation, study habits and revision skills. They will also receive information about eAssessment exam procedures from the MYP Coordinator during Study Skills lessons.

FAMILIARISATION TOOL

A familiarisation tool has been made available to schools to help students become familiar with the tools and pallets that are contained within the MYP onscreen exams. The questions in this familiarisation are not designed to have any academic purpose, and will not give any indication of the content of the 2019 exams, but the activities will allow candidates to practise the skills required to complete the on-screen exams successfully. This tool has already been shared with all Grade 10 students.

TOUCH TYPING COURSES

As the Language and Literature (English) onscreen exam will require lengthy paragraph and essay length answers, the school will provide students with the opportunity to practise their touch typing skills in order to improve typing speed and accuracy. The MYP Coordinator will introduce three or four different online touch typing courses to students during the next couple of months. Students will be able to work on their touch typing skills in some Study Skills lessons and at home, depending on need.
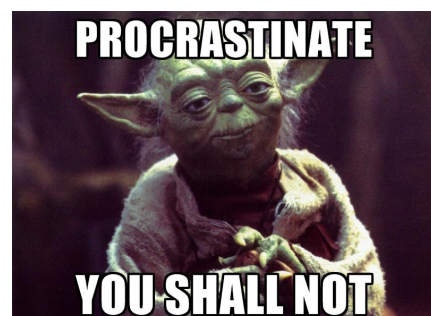
CALENDAR OF DEADLINES

In Quarter 3, a calendar of ePortfolio deadlines will be published to all Grade 10 teachers, students and parents. This is intended to avoid a deluge of assessments on the same day and to inform other subject teachers of the IB requirements of ePortfolio subjects (as these have the highest priority).

MOCK EXAMS

In order to allow students to practise sitting onscreen examinations, mock eAssessment exams will be held in March or April (exact dates TBC). These examinations will be assessed by Grade 10 teachers. Mock exams are also an excellent opportunity to familiarise students with IB examination conditions.

STUDY LEAVE

As the MYP onscreen exams are designed to test students' application of skills and knowledge, rather than asking solely content-based questions, the best preparation for students is to be fully engaged in lessons. Students will also receive one day of study leave prior to the exam session, on Wednesday 10 May. Students will be expected to study at home on that day.

SUPPORT FROM STUDENT SERVICES AND COUNSELLOR

The High School Student Services team and Upper School Counsellor are available for any student who requires individual assistance with needs such as time management, personal organisation and study habits or personal issues such as stress or exam anxiety. Students are urged to make an appointment to discuss any concerns whenever they need to.

Part 7: Predicted grades and IB marking/moderation

Schools are required to submit predicted grades to the IB by 29 March 2019 for registered exam subjects. These predicted grades are not published to parents or students. Predicted grades are based on internal assessment grades and report grades awarded to students. Teachers are asked to predict what each student's final 1-7 grade would be likely to be, based on the student's performance in school-based assessments. The IB requires predicted grades so that if there is a significant discrepancy between school predicted grades and IB-validated grades, the senior examiners for each exam subject can review the final grade awarded to the student.

For ePortfolios, there is a three-step system of marking:
Step 1: Subject teacher assesses the student's work according to the IB MYP rubric
Step 2: Grade 10 subject teachers internally moderate student work in order to standardise their marking. After this the teacher-assessed marks are sent to the IB.
Step 3: The IB requests a 'dynamic sample' of ePortfolio coursework for external moderation. The subject teacher and MYP Coordinator are responsible for sending student work to the IB.

For Personal Project, there is a three-step system of marking.
Step 1: Student's supervisor marks the student's project (these marks are not published to students)
Step 2: Internal school moderation team re-marks all students' projects (these marks are published to students and parents)
Step 3: The IB requests a 'dynamic sample' of Personal Projects for external moderation. The MYP Coordinator and Personal Project Coordinator are responsible for sending Personal Project student work to the IB.

The IB-moderated/assessed grade will be the one that appears on the student's MYP Course Results documentation for each subject. Please contact the MYP Coordinator with any questions about predicted grades, IB marking or external moderation.

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Part 8: How parents can help

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FROM THE BEGINNING OF GRADE 10

- Discuss your child's current studies with them – take an interest in what they're studying at the moment, and how they're progressing with their Personal Project. This can be a great way for students to review material, by explaining and describing it to someone else, and is particularly helpful when done on a regular basis.
- Help your child to make responsible decisions about extracurricular activities – many school-based opportunities are available to Grade 10s and while we want students to be able to follow and explore their interests and passions, it is quite easy for students to 'over-extend' themselves. Some students commit to so many activities that they have no time in which to focus on their schoolwork. If you are concerned that your child may be overcommitting him or herself, please speak to the Academic Dean, Upper School Counsellor or MYP Coordinator as soon as possible.
- Keep an eye on ManageBac – while you are not expected to be monitoring your child's every assessment, it can be helpful to know what sort of deadlines are coming up, what your child is currently working on and how they are progressing academically.

DURING QUARTER 3 AND IN THE LEAD UP TO EXAMS (FROM JANUARY ONWARDS)

- Help your child to self-monitor their workload and stress levels. The time from January to April is particularly packed for Grade 10 students – there are Personal Project final deadlines, ePortfolio due dates, several sports trips, extracurricular trips and events, mock eAssessments and of course the never-ending assessment task deadlines. If your child is becoming overwhelmed and is struggling to stay on top of things, please let the school know so we can help and advise.
- Emphasise good study habits – help your child to set up a private study space at home, away from distractions, and encourage them to set up a regular study timetable.
- Help your child to make sure they have all the items they need for their exams, well before May 2019.

THE DAY BEFORE AND THE DAY OF EXAMS

- Remind/encourage/coerce/nag your child to pack their bag with the items they will need for their exam the next day. Encourage them to NOT leave this until the morning of the first exam.
- Remind your child to get a good night's sleep! If it means confiscating their phone, unplugging the computer and taking away their notes, do it. A good night of sleep can (and will) be more beneficial to a student than all the last-minute cramming in the world.
- Feed your child a nutritious dinner the night before and an energising breakfast the morning of exams. Encourage them to avoid snacking on high sugar treats – these cause a quick energy rush but a just-as-quick energy crash, neither of which are particularly healthy or conducive to exam performance.
- Set as many alarms as you need in order for your child to get out of bed and to their exams on time. If you live in an area with a lot of traffic in the mornings, please accommodate this in your travel plans.

Students with special educational needs (SEN) may be provided with inclusive assessment arrangements for their onscreen examinations. The school is required to apply for IB authorisation for these arrangements in advance of the examination session. Ms Stanton (HS Student Services) will make these applications on behalf of students. Note: It is important that the school has access to the most recent medical/ psychological/psycho-educational reports for each student. **Parents are requested to ensure that their child's documentation is up-to-date.**

Inclusive assessment arrangement	Is authorisation from the IB required?		How is the arrangement provided?		
	Yes	No	Provided in student's onscreen exam	Available in all onscreen exams	School to make provision for student
Additional time (25%, 50% or as authorised)	✓		✓		
Alterations to font size and/or text*	✓		✓	✓	
Alterations to background and/or text colour*	✓		✓	✓	
Change to screen contrast*	✓		✓	✓	
Reading software**	✓				✓
Speech-recognition software**	✓				✓
Human reader	✓				✓
Subtitled video content***	✓			✓	
Transcript of audio content ***	✓			✓	
Practical assistance	✓				✓
Spell checker		✗		✓	
Prompter		✗			✓
Care assistant		✗			✓
Separate room seating		✗			✓
Refreshments/medication during exam		✗			✓
Aids and adaptations (amplification devices, radio aids, hearing aids, coloured filtered lenses)		✗			✓
Assistant to name colour to support candidates with colour blindness		✗			✓
Clarification of test directions		✗			✓
Communicators		✗			✓
Talking calculators for candidates with visual challenges		✗			✓
Rest periods ****		✗		✓	✓
Calculators		✗		✓	
Alternative to drag and drop		✗		✓	

*When authorised as an inclusive assessment arrangement, it will be added to the candidate's on-screen examination. It will also be available in the general browser for all candidates.
** The on-screen examination will be compatible with external reading and speech software. The candidate may be provided with the software he or she already uses on a day-to-day basis.
*** Although available to all candidates, lengthy audio may be summarized. If authorized as an inclusive assessment arrangement, subtitles/scripts of full audio content may be provided.
**** The invigilator has to pause the on-screen examination when required.

Part 10: In the May 2019 exam session

Prior to the May 2019 exam session, all Grade 10 students will receive additional, detailed information about the structure and requirements of the exams. The MYP Coordinator will speak to all students in their Study Skills classes about what to bring, what NOT to bring, what to expect when they walk into the exam room and what the IB's regulations are regarding exam conduct.

WHAT TO BRING (please note students are not allowed to share items)

- A transparent bag or pencilcase containing pens and/or pencils for rough/scratch notes
- A translating dictionary, if needed, for the Mathematics/Extended Mathematics exams ONLY – please note that all dictionaries will be checked prior to the beginning of the exam. No translating dictionaries are allowed in the Language and Literature (English) exam
- Headphones – for reasons of hygiene and personal comfort, students may bring their own headphones for the exams. Ensure that headphones work properly and that if they require batteries (ie for Beats headphones), new batteries are placed in them prior to the exam. Wireless and Bluetooth headphones are not allowed – it should be possible to connect the headphones to the laptop using a regular headphone cord and jack. Noise cancelling headphones are the best choice as they filter out ambient noise and may help the student concentrate better.

- Water in a clear bottle with a secured lid
- Tissues – in case of the sniffles

WHAT NOT TO BRING

- Paper for notetaking – the IB will supply official rough/scratch paper which must be submitted at the end of the examination
- Stationery such as highlighters, rulers, erasers etc – these are not needed in onscreen exams
- Correcting fluid/whiteout – this is completely banned from all exams
- Notes, books and guides – sorry!
- A calculator – there is a calculator application embedded in the onscreen exams
- A laptop – all students will sit their exams using the school's 13" Macbook laptop computers
- A watch – as many smartwatches are now being designed that look identical to, or very similar to normal watches (and because all smartwatches and 'wearable technology' are banned by the IB during exams), no students will be permitted to wear a watch during the exam sessions. Each onscreen exam contains a clock that students can set to show time elapsed, time remaining or just the current time
- Drinks other than water
- Food and refreshments, unless for a medical reason and approved in advance by the MYP Coordinator
- Your phone – all phones must be TURNED OFF (not just put on silent) and stowed in bags prior to the start of each exam

EXAM LOCATION AND TIMES

The onscreen exams will be held in a location on the ACS Egham school campus. This location is likely to be a group of classrooms where normal foot traffic can be diverted and the rooms made free from disturbances. Students will be informed of the location well in advance of the May exam session. Last year the Woodlee classrooms were used for the examinations and it is likely we will use the same area again.

The IB provides schools with a 'window' for each exam within which the exam must be started and finished. Students will be informed of the exact start time of each exam well in advance of the May exam session, including instructions on what to do if they experience unforeseen problems and cannot make it to their exam on time (this does not include sleeping in!).

DURING EACH EXAM

In each exam room, there will be two exam proctors. In addition, the MYP Coordinator and IT support staff will be available for the entirety of each examination. The MYP Coordinator will start and end each exam.

All bags and personal belongings will be stored outside the exam location. Bags will not be supervised, however – it is each student's responsibility to not leave any valuables in their bag.

When students enter the exam room, they are subject to the IB's regulations governing the conduct of examinations. The MYP Coordinator will explain to all students exactly what to expect, well in advance of the exam session.

All students will enter the exam room 10 minutes prior to the start of each examination. They will sit in a different desk location for each exam.

Each student's exam desk will contain: the laptop on which they will access their exam, rough/scratch paper, a laminated card containing their name, IB school code and IB personal code.

To begin each exam, students will be given an access code to enable their exam. This will open the examination and automatically begin the exam time. Students receive 5 minutes of reading time (they cannot write during this time) and 2 hours to answer the exam questions. Students with inclusive assessment arrangements will have their additional time automatically included in their exam time.
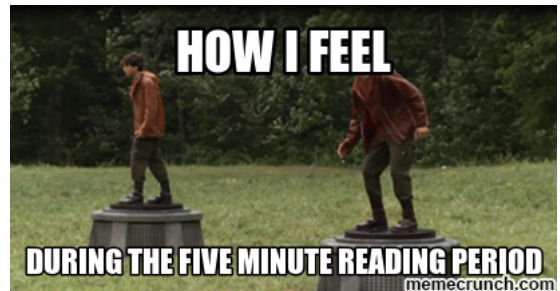
Students are expected to listen carefully to their exam proctors and to the MYP Coordinator. They must not talk unless asked to do so. They must also avoid any eye contact with other students during the duration of the exam.

No student may exit the exam during the first hour or last fifteen minutes of the exam period. This does not apply to bathroom breaks.

If a student needs a bathroom break or feels unwell, they may leave the exam room for a short period. Any student leaving the exam room will be supervised during their absence to ensure that the security of the exam is maintained and that there is no communication with other students. Bathrooms are checked before and after each exam.

Part 11: Academic honesty and (gulp) academic misconduct

ACS Egham International School and the IB take academic honesty and academic conduct very seriously. All work submitted for assessment is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged.

If any student is suspected of academic dishonesty or misconduct in their completion of the onscreen exams, their ePortfolio coursework or their Personal Project, there will be severe consequences from both the school and the IB.

Academic dishonesty/misconduct during the onscreen exams includes the following:

- failing to obey the instructions of the coordinator/proctor
- communicating with another student
- helping or receiving help from another student
- impersonating another student
- possessing unauthorised material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other students
- leaving the examination room without permission
- disclosing or discussing the content of an examination with any person outside the immediate school community within 24 hours of the examination ending
- attempting to either gain or solicit information about the content of an examination within 24 hours of the examination ending
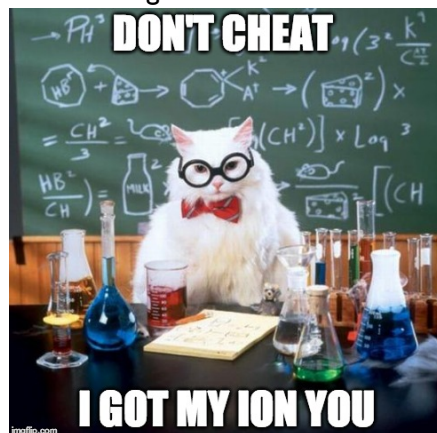
Academic dishonesty/misconduct in the ePortfolios and Personal Project includes the following:

- Copying another student's work, whether in submitted tasks, the process journal, product or final report
- Accepting assistance of a level where the final product completed is not your own
- Failing to correctly acknowledge and cite/reference sources of information in your work
- Allowing another person to write process journal entries, the product or the final report for you (in Personal Project) and any aspect of the assessment tasks (in ePortfolio tasks)

For more information on academic honesty, please refer to the ACS Egham MYP Academic Honesty Policy Continuum (available on the school intranet).

Part 12: Results!

MYP course results are issued to schools by the IB on 1 August 2019. The MYP Coordinator will send each student the notification of their results via email in early August.
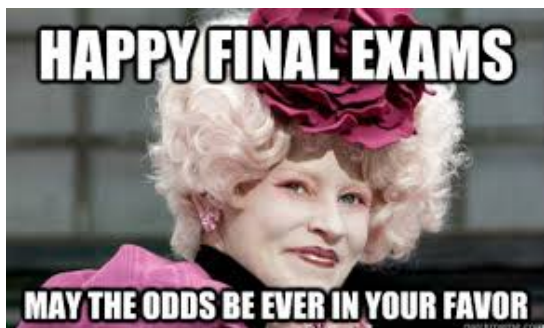
The IB will then mail out the IB MYP Course Results documents to the school during September, and these will be mailed to families from the High School office.

Please note that the IB will not release any results directly to students or parents –the MYP Coordinator is the intermediary for all communications with the IB.

All students will receive MYP Course Results, which is a document identifying each of the subjects the student has registered for and the final 1-7 grade awarded by the IB in each subject. The student's final Personal Project grade is also included on this document.

For a student with inclusive assessment arrangements, the MYP Course Results document issued by the IB does not indicate that inclusive assessment arrangements were authorised by the IB. This information is regarded as confidential.

For a student found in breach of IB regulations regarding academic conduct, the MYP Course Results received will identify 'N' in the subject/s concerned. The reason for the 'N' will not be identified on IB results documents, however. This information is regarded as confidential.

If a student's final IB-validated grades for any subject show a distinct discrepancy between the student's predicted grade and final IB grade, the IB offers an 'enquiry upon results' (EUR) service. The MYP Coordinator is responsible for making all enquiries upon results on behalf of students. The enquiry upon results service includes procedures such as the re-mark of a student's work, a return of a student's exam 'paper' and a re-moderation of internally assessed work.

Part 13: Who to contact

For questions or support in relation to eAssessments and Personal Project, please contact the following staff:

AREA	STAFF MEMBER	CONTACT EMAIL
For all questions about MYP curriculum, eAssessments, IB-validated grades and enquiries upon results	IB MYP Coordinator, Marie MacPhee	mmacphee@acs-schools.com
For all questions about Personal Project	Personal Project Coordinator, Vicky Williams	vwilliams@acs-schools.com
For general questions about your child's academic progress	Grade 9/10 Academic Dean, Cara Ritchie	critchie@acs-schools.com
For counselling support, organisational habits and special educational needs	Head of Student Services, Debbie Stanton	dstanton@acs-schools.com
For final decisions in individual cases	Acting High School Principal, Leanne Larkin	llarkin@acs-schools.com

Part 14: For further information

For further information about eAssessments, please visit www.ibo.org (International Baccalaureate Organisation website). The IBO website also features *IB Answers*, where you can contact the IB directly if you have any queries which cannot be answered by the school.

EXAMS ARE FINISHED

I HAVE MY LIFE BACK
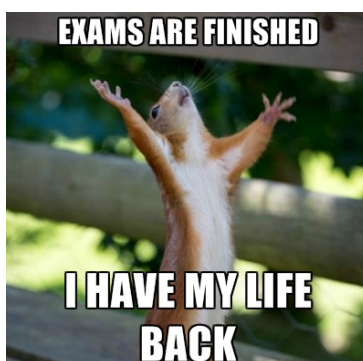
(well, until I start the IB Diploma at least…)