

INTERNATIONAL SCHOOL MOSHI

PERSONAL PROJECT

STUDENT GUIDE 2011-2012

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Name: _____



This guide has been prepared for the M5 students to facilitate the completion of the personal project. I hope you find it useful.

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Dear Students,

Welcome to the once in a lifetime adventure of your Personal Project! While this quest *is* a culminating activity that is necessary to obtain your MYP Certificate – more importantly it is your opportunity to change the world. So, quoting a professor of mine from university, change the world, and please do it quickly so that I can enjoy it!

Your Personal Project can be a challenging, fun, life-changing experience. You are holding one of the keys to success in your hands. *Everything* in this guide is here because you will need it. Use it!

“Your Personal Project begins and ends with the Areas of Interaction. Your project must be inspired by the Areas of Interaction and this must be clear all the way through your project.” (Personal Project Guide) The Areas of Interaction are central to your Personal Project. Listen to the AOI leaders as they present their Areas of Interaction, and stay consistently focused on your Area(s) of Interaction throughout your project!

Who will help you with that? Your dedicated supervisor, of course! They are not just a stern figure holding you accountable to deadlines (though they will!). They are a guide and an advocate. If you need help or have a question at any time – see your supervisor. They are a valuable resource – use them!

This guide is one key to success. Another is your Approaches to Learning skills gained in all the subject areas. You will notice your Personal Project is framed using the MYP Technology Design Cycle. Follow this closely! *Consistently* use the Process Journal! Be sure to keep track of all your sources and reference them properly!

Stick closely to the timeline! This is not a project you can do the night before the due date. Do yourself a favor and do not fall behind!

Did I mention to use this guide? This is based on the MYP Personal Project Guide and only given to *every student in the world* who is doing a Personal Project. Think it might be helpful?

Last, have fun! (Did I mention this is a requirement?) To sustain you through the work this project will entail, be sure you choose a project that is special and meaningful to you and that you will enjoy! After all, this is YOUR Personal Project!

Best wishes on your quest!

MYP Coordinator
International School Moshi

Introduction

What is the Personal Project?

The Personal project is the culminating event of your MYP years. This project reflects all the ATL skills you have developed from the lower levels and a good understanding of the Areas of Interaction. It provides an excellent opportunity for you to produce a truly personal and creative work. The personal nature of the project is important as it should be based around a topic which motivates and inspires you, the student.

This project is a very valuable experience as it enables you to develop approaches to learning skills which will help you for the demands of the Diploma Programme.

The Personal project consists of a Process Journal, an outcome or product and a report.

This is indeed a very valuable experience which you should really enjoy.

What are the aims of the Personal Project?

According to the Personal Project guide, the aims of this project are:

- To allow you to inquire into topics of interest and using an area of interaction as the main focus.
- To enable you to demonstrate knowledge, skills and attitudes required to complete a project over an extended period of time.
- To give you the opportunity to reflect on your own and or with others.
- To allow you to move towards thoughtful and positive action.
- To enable you to develop confidence as a lifelong learner.

Take time to really reflect and make the right choice about your project. Choose something that really inspires you and more importantly choose an achievable goal. This guide is going to offer you all the information you need in order to make this task a very interesting one. At the end of this project, you will feel you have grown and been able to take your learning in your own hands.

Below are the main objectives and characteristics of the Personal Project and details about the Areas of Interaction.



of the personal project

The objectives of the PP relate directly to the assessment criteria:

A- Use the process journal

You should:

- Demonstrate organisational skills through time and self-management.
- Communicate and collaborate with the supervisor.
- Demonstrate information literacy, thinking and reflection.

B-Define the goal

You should:

- Identify and explain a topic based on personal interest.
- Justify one focus area of interaction as a context for the project.
- Outline a clear, achievable, challenging goal.
- Create specifications that will be used to evaluate the project's outcome/product.

C- Select sources

You should:

- Select varied, relevant sources to achieve the goal.
- Evaluate sources.

D- Apply information

You should

- Transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

E- Achieve the goal

You should

- Evaluate the product/outcome against your own specifications for success.
(You should award a level that relates to the descriptors in Cr. E in collaboration with the supervisor.)

F- Reflect on learning

You should:

- Reflect on how completing the project has extended your knowledge and understanding of the topic and the area of interaction.
- Reflect on how you have developed as a learner by completing the project.

G- Report the project

You should:

- Organise the project report according the required structure.
- Communicate clearly, coherently and concisely within required limits.
- Acknowledge sources according to recognised conventions.

What type of Personal project can I do?

Depending on your goal, you may choose one of the following types of projects. This list is not finite, you could choose another type that will completely inspire you.

- an original work of art (for example, visual, dramatic or performance)
- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)
- a piece of literary fiction (for example, creative writing)
- an original science experiment
- an invention or specially designed object or system
- the presentation of a developed business, management, or organizational plan, that is, for an entrepreneurial business or project, a special event, or the development of a new student or community organization.



REQUIREMENTS OF THE PERSONAL PROJECT.

You are expected to:

- ❖ Document your process using your process journal.
- ❖ Select a topic of personal interest bearing in mind the limitations of ambitious projects.
- ❖ Focus the personal project through an area of interaction.
- ❖ Structure the report according to specific guidelines which will be drawn in this guide.
- ❖ Respect the word limits and time limits of the report. Effort should be made to meet all the deadlines that you will be set.
- ❖ Reference all sources of information according to the format given in this guide.



This is an integral part of your Personal Project. This is proof that you have been engaging in the whole process of the PP right from day 1. The format of your process journal may vary- it could be electronic or handwritten. This should show evidence of regular reflection at every step of completing your personal project. It needs to be neat but more importantly it should show quality reflection.

You should use your process journal to record all the work completed weekly, It can contain the following:

1. Mind maps showing brainstorming ideas for your project.
2. Bullet lists to show the development of your ideas.
3. Charts to enable reflection and draw conclusions.
4. Short paragraphs about your meeting with your supervisor and explaining your goal for the next meeting.

5. Notes taken from your research-remember to record the source as soon as you start using the information.
6. Timelines- a rough plan of how you will proceed with your project- use the Design Cycle to guide you.
7. Annotated illustrations to help brainstorming and pictures.

The table below will help you to understand what the Process journal is:

The Process Journal is.....	The process Journal is not.....
<ul style="list-style-type: none"> ❖ Begun at the very start of the process and used throughout the process. ❖ A place for planning ❖ A place for recording interaction with sources eg. Teachers, supervisors etc. ❖ A place for storing information- quotes, pictures, ideas. ❖ A means for exploring ideas. ❖ A place for reflection on stages of the project. ❖ A place for evaluating your work completed at each stage. ❖ In a format that suits you. ❖ Useful when meeting your supervisor for feedback. ❖ Used by you when you will write your report. 	<ul style="list-style-type: none"> ❖ Used on a daily basis unless you find it useful. ❖ 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.

The process journal is assessed according to criterion A. Thus you have to make sure that you check the following as you are doing your project:

- Do you have evidence of goal setting and planning- timeline?
- Do you take your relevant materials during your meetings with your supervisor and when you are working?
- Do you attend all meetings that are set and do you initiate such meetings?
- Do you ask questions and seek information during the meetings?
- Do you record the resources you consulted?
- Do you include extracts of relevant information?
- Do you show evidence of brainstorming and use of organisational tools such as flow charts and diagrams?
- Do you anticipate and identify problems as they emerge?
- Do you create solutions?
- Do you include reflection at various stages of the process?
- Do you record the feedback you get from your supervisor?



DEFINING YOUR GOAL

When you are undertaking such a big project, you should take enough time to decide on your goals. It is important to talk to other people such as your friends, teachers and supervisors to help you focus on your goal. Your goal should be specific, achievable and it should challenge your knowledge and skills.

Below are some examples of some challenging and highly challenging projects:

Challenging	Highly challenging
A student wants to raise political awareness among his or her peers through an information-giving campaign.	A student wants to influence an external political system and get a bill passed through a national government.
A student wants to create a durable bag using second- hand materials.	A student wants to create a range of bags using second-hand materials to sell and raise money for charity.
A student decides to create a puppet show to take to a primary school to contribute to the end of year celebrations.	A student decides to create a puppet-show to entertain children and tour several schools and hospitals.
A student decides to write an article on a topic of interest for a journal (school/academic/special interest) and submit to an audience.	A student wants to write and publish an original book length feature on a topic of interest.

When brainstorming on your goal, you should use your process journal as this marks the beginning of the process.



AREAS OF INTERACTION

You should choose an area of interaction as a focus for setting your goal and for leading your inquiry. It is advisable to choose one area of interaction only as this will give more specific focus to the project.

The area of interaction helps you to engage in the cycle of inquiry that is awareness, reflection and action. The questions below will help you to choose your area of interaction:

- What do I want to achieve through my personal project?
- What do I want others to understand?
- What impact do I want my Personal projects to have?
- How can a specific area of interaction enrich my goal?

Here are the five areas of interaction. Do you remember the guiding questions for each AOI? No, it's time to master them as you will be required to use them throughout your presentation and your written report. Brainstorming on the AOIs should be seen in the process journal and it should be addressed right at the beginning of your project rather than trying to stick an AOI somewhere in the middle of your report.

More details about the Area of Interaction are given in the next few sections.

CREATING SPECIFICATIONS TO EVALUATE THE OUTCOME OR PRODUCT.

As part of the goal, you should determine a final outcome or product. As mentioned above, the product could range from a work of art , an essay or some other work. You should define realistic specifications to evaluate your product. Your supervisor will help you to work out the requirements for a good product. You could use tools like rubrics or checklists to help you. All the specifications should be documented in the process journal. It is important that you finalise your goal and have a clear picture before you can decide on the product and the expectations on the quality of the product.

SELECTING RESOURCES

You should select relevant information from a variety of sources in order to complete your project. It is important to record all your research and the references in your process journal. A variety of resources may be both primary and secondary resources- interviews, books, internet resources(may have a variety of resources) videos etc. It is important that you develop the skills to evaluate the sources- credibility, relevance, accuracy. The MYP Coordinator and the librarian will help you develop these skills

You could of course use your prior knowledge as a source but you should back it up with more information as using prior knowledge only will not give enough depth to your project. The chosen area of interaction will also give you direction in your research.

APPLYING INFORMATION

As you are doing research, you should record your information in your process journal and apply the relevant information to work on your product. You should be able to transfer the information and make decisions accordingly and all this process should be recorded in your process journal for use when you are writing your report.

ACHIEVING THE GOAL

You will have achieved your goal when the product is ready and then you will use the specifications that you drew beforehand to evaluate your product.

REFLECTING ON LEARNING

Once you have completed your product, you will use your process journal and you will start writing your report where you will reflect and analyse the process. You will reflect on how you have developed as a learner, how much knowledge you have gained in the subject area you have chosen and how your understanding of the area of interaction has deepened. This will also give you the opportunity to address the ATL skills that you have developed.

REPORTING THE PROJECT (Writing the report)

This is the part of the project where you will describe the whole process, analyse your research and all the knowledge you have gained. This report has a specific format which is outlined below. You will be required to discuss your report with your supervisor and look for feedback at every stage of this process. This report can take many formats: oral, multi media and written. For the purpose of consistency, we will keep to the written report.

STRUCTURE OF THE REPORT

The report must include: title page, table of contents, body of report, bibliography, appendices.

Title Page:

- Student name
- Title of project
- Length (word count)
- School name
- Year

Body of the report (according to the objectives)

- The goal (Cr.B)
- Selection of sources(cr.C)
- Application of information (Cr. D)
- Achieving the goal (Cr. E)
- Reflection on learning (Cr.F)

Conclusion

Length of the report: Minimum 1,500 words and a maximum 3,500 words not including appendices, bibliography.

ADDRESSING THE AREAS OF INTERACTION

In order to help you with your understanding of the area of interaction and how it can influence your product, I have included some examples which are taken from the new Personal Project Guide from the IBO.

Approaches to Learning

How do I learn?

How do I know?

How do I communicate my understanding?

Topic	Goal of PP	Specifications	Process	Outcome/Product
Learning how to motivate others	Inspire children how to become responsible for their local environment through a workshop	The workshop: -has clear measurable objectives. -is the right length for the targeted audience. -includes a suitable number of activities for the purpose of the objectives. -includes a post workshop evaluation questionnaire.	The student uses the focus of ATL 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 evaluate 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.

COMMUNITY AND SERVICE

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Topic	Goal of PP	Specifications	Process	Outcome/ Product
Social action	Raise money/resources for a charity supporting a specific cause.	Specifications will be defined depending on the research carried out by the students about the most suitable method. For example the campaign: -is communicated clearly to the school community. -gives information to the community about how the resources will be used. -is of a clear duration and has an event where the money or resources are donated. -is appropriate to the target audience.	The student uses the focus of C&S 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 students decides to focus on a particular charity of personal interest and organise a fund raising 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.	Fundraising campaign is completed. Donation and Presentation of funds / resources to chosen charity

HEALTH & SOCIAL EDUCATION

How do I think and act?

How am I changing?

How can I look after myself and others?

Topic	Goal of PP	Specifications	Process	Outcome/ Product
Well-being	Create a welcome system for students new to the school.	The proposal: -is communicated orally with written support-slides and written summary. -is clear and well defined. -provides evidence of research. -shows that the system is sustainable and cost-effective to the school. -shows that the pack is relevant for the recipient. -shows that there would be support from other students.	The student uses the focus of H & S 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. He identifies potential materials to include in the pack and devises these. He produces a proposal to be put to the leadership of the school. He reflects on new understandings on how people change based on individuals' experiences gathered from research.	Welcome pack and proposal for volunteer buddy. For example, bag or folder containing useful information about the school and area and invitations to events and so on.

ENVIRONMENTS

What are our environments?

What resources do we have or need?

What are my responsibilities?

Topic	Goal of PP	Specifications	Process	Product/ Outcome
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 provide a mixture of foliage and colour. There is a system for ensuring the plants are cared for.	The student is interested in the effect of environment on health and how she can make a difference in her own school. Through the focus of ENV. she researches findings relating to health and environment in public buildings. She identifies a way that she can benefit the school environment which is providing specific plants for certain classrooms and public areas. She organises a variety of ways of receiving pots and plants from parents and organisations. Organises planting and arrangement of plants in rooms. Seeks feedback from peers and teachers. 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.	Arrangement of plants in areas of the school.

HUMAN INGENUITY

Why and how do we create?

What are the consequences?

Topic	Goal of PP	Specifications	Process	Product/ Outcome
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 an realism – bamboo products attached to the canvas. -is on a canvas size 1m/1m	Through the focus of HI the student decides to explore the uses of bamboo in her local community and in daily life. Identifies how the material is used in many ways and decides to produce an artwork to communicate her findings. 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.

APPENDICES

PERSONAL PROJECT ASSESSMENT CRITERIA AND DESCRIPTORS

General

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

Criterion A	Use of Process Journal	Process Journal	Maximum 4
Criterion B	Define the goal	Report	Maximum 4
Criterion C	Select sources	Report	Maximum 4
Criterion D	Apply information	Report	Maximum 4
Criterion E (non-moderated)	Achieve the goal	Product and Report	Maximum 4
Criterion F	Reflect on learning	Report	Maximum 4
Criterion G	Report the project	Report	Maximum 4
			Total 28

Criterion A: Use of the process journal

Maximum:4

You should:

- demonstrate organizational skills showing time and self- management.
- communicate and collaborate with the supervisor.
- demonstrate information literacy, thinking and reflection.

Achievement Grade	Level Descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You demonstrate minimal : -organisational skills through time and self-management. - communication and collaboration with the supervisor. -information literacy, thinking and reflection	
2	You demonstrate some : -organisational skills through time and self-management. - communication and collaboration with the supervisor. -information literacy, thinking and reflection	
3	You demonstrate satisfactory -organisational skills through time and self-management. - communication and collaboration with the supervisor. -information literacy, thinking and reflection	
4	You demonstrate well-developed : -organisational skills through time and self-management. - communication and collaboration with the supervisor. -information literacy, thinking and reflection	

Self-assessment

Remarks:

Criterion B: Define the goal

Maximum: 4

You should:

- identify and explain a topic based on personal interest.
- justify one focus area of interaction as a context for the project.
- outline a clear, achievable, challenging goal.
- create specification that will be used to evaluate the project's outcome/product

Achievement level	Level descriptor	Self-assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You - identify the topic of interest, a focus area of interaction and a limited goal. - create minimal specifications to evaluate the project's outcome/product or none at all.	
2	You - outline superficially the topic of interest, the focus area of interaction and an achievable goal. -creates specifications for evaluating the project's outcome/product, however they lack definition .	
3	You: - describe clearly the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal. -creates satisfactory specifications for evaluating the project's outcome/product.	
4	You: - justify effectively the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal. -create appropriately rigorous specifications for evaluating the project's outcome/product.	

Self- assessment

Remarks:

CRITERION C: Select sources

Maximum 4:

You should:

- Select varied, relevant sources to achieve the goal.*
- evaluate sources*

Evidence will be found in the body of the report and the bibliography.

Achievement level	Level descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You: -select very few relevant sources to achieve the goal. -demonstrate minimal evaluation of sources.	
2	You -select some relevant sources to achieve the goal -demonstrate some evaluation of the sources.	
3	You: -select a satisfactory variety of relevant sources to achieve the goal. -demonstrate satisfactory evaluation of sources.	
4	You: -select wide variety of relevant sources to achieve the goal. -demonstrate well-developed evaluation of sources.	

Self-Assessment

Remarks;

CRITERION D: Apply information

Maximum:4

You should:

-transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Achievement level	Level descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You demonstrate minimal: -transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.	
2	You demonstrate some: -transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.	
3	You demonstrate satisfactory: -transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.	
4	You demonstrate well-developed: -transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.	

Self-Assessment

Remarks:

CRITERION E: Achieve the goal

Maximum:4

You should evaluate the outcome/product against your own specifications for success.

You will decide the final level with your supervisor.

Achievement level	Level descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You evaluate the quality of the product/outcome. The outcome/product is of very limited quality and meets few of the specifications.	
2	You evaluate the quality of the product/outcome. The outcome/product is of limited quality and meets some of the specifications.	
3	You evaluate the quality of the product/outcome. The outcome/product is of satisfactory quality and meets many of the specifications.	
4	You evaluate the quality of the product/outcome. The outcome/product is of high quality and meets most or all of the specifications.	

Self-Assessment

Remarks:

CRITERION F: Reflect on learning

Maximum 4:

You should:

-reflect on how completing the project has extended your knowledge and understanding of the topic and the focus of the area of interaction.

-reflect on how you have developed as a learner by completing the project.

Achievement Level	Level descriptor	Self-assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You demonstrate minimal : -reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction. -reflection on how you have developed as a learner by completing the project.	
2	You demonstrate some : -reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction. -reflection on how you have developed as a learner by completing the project.	
	You demonstrate satisfactory : -reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction. -reflection on how you have developed as a learner by completing the project.	
	You demonstrate well-developed : -reflection on how completing the project has extended your knowledge and understanding of the topic and focus area of interaction. -reflection on how you have developed as a learner by completing the project.	

Self- Assessment

Remarks:

CRITERION G: Report the project

Maximum: 4

You should:

- organise the project report according to the required structure.
- communicate clearly, coherently and concisely within required limits.
- acknowledge sources according to recognised conventions.

Achievement level	Level descriptor	Self-assessment
0	You have not reached a standard described by any of the descriptors given below.	
1	You demonstrate: - minimal organisation of the project report according to the required structure. -communication, which is rarely clear, coherent and concise and may not meet required limits. - inaccurate use of recognized convention to acknowledge sources or no acknowledgement of sources.	
2	You demonstrate: - some organisation of the project report according to the required structure. -communication, which is sometimes clear, coherent and concise and is within required limits. - some accurate use of recognized convention to acknowledge sources .	
3	You demonstrate: - satisfactory organisation of the project report according to the required structure. -communication, which is generally clear ,coherent and concise and is within required limits. - generally accurate use of recognized convention to acknowledge sources.	
4	You demonstrate: - consistent organisation of the project report according to the required structure. -communication, which is clear, coherent and concise and is within the required limits. - accurate use of recognized convention to acknowledge sources.	

Remarks:

GUIDE TO REFERENCING

When working on a long project which demands a lot of research, you should be careful to reference all the ideas and opinions that do not belong to you. If you do not recognise the author then you will be plagiarising.

What is plagiarism?

Plagiarism is taking ideas and opinions from other sources and not recognising the author. It is another way of cheating and you will suffer the consequences- you will be given a zero for your work and you will not get your certificate.

To avoid such mishaps, you should read this part very carefully and master your bibliography and body text referencing.

Whenever you use material in your report that does not belong to you, you should reference it right after you use it. Below are the types of material that need referencing:

- Direct quotations whether in written or oral formats. (stories, speeches, fiction and non-fiction)
- Paraphrased quotations. (These are quotes whose words you have changed somewhat.)
- Statistical Data.
- Images that are attributed to someone (includes cartoons, photos, maps, artwork, computer graphics but not clip-art)
- Song lyrics.
- Original ideas that are attributed to someone else even if you put them in your own words.

Body-text referencing: is a way to let people know where your information comes from.

How do I do it?

You state the source of your information right after you have used it in your text.

Example 1:

'No nation in the world has so many drastic problems squeezed into so small a place, under such urgent pressure of time and heavy burden of history, as Israel'
(Tuchman,123)

In this example notice that the quote is in speech marks and the name of the author is at the end of the quote and the page number where the quote was taken. A detailed reference should be given in the bibliography.

Example 2:

Barbara Tuchman said, ' No nation in the world has so many drastic problems squeezed into so small a place, under such urgent pressure of time and heavy burden of history, as Israel.' ***(123)***

In this example, you use the author's name in the text and you write the page number at the end of the page. As in the other example you have to give a complete reference in the bibliography.

How do you manage to have a complete and correct format of a bibliography? We use the MLA referencing and you have to list your resources in alphabetical order. Below are some examples of how you would reference different types of resources.

Books:

Author's last name, first name, Title. Place of publication.Publisher.Date of publishing.
(MLA 4.6.4)

Carson,Ben.Gifted Hands.New York:Harper Collins,1990

2 authors:(MLA 4.6.4)

Davis,Michael D. And Hunter R. Clark. Thurgood Marshal: Warrior at the Bar, rebel on the Beach. New York: Carol Pub., 1992.

Pamphlets: (MLA 4.6.20)

A pamphlet is treated just like a book.

McPherson,Mark.Caring for your dog. Mahwah, NJ:Troll,1985.

Web Documents: (MLA 4.9.3 b)

Basic parts of an online entry:

Name of **author**, 'title of article.' Title of Journal, Newsletter,Conference, or other format.
Vol.no.

Example: Smith, Peter. 'Shakespeare Newsletter':5 (1995):n.pag.Online.Internet.15 Dec

< <http://www.shakespeare.org/news.htm>>

'Dylan Thomas' DISCovering Authors. 1997. Gle Research. 22 April 1998

<http://galenet.gale.com:8888>

Media

A film: Feature *Hamlet*.Dir.Franco Zeffirelli.Perf.Mel Gibson.Warner Bros.,1990.DVD

A film:Documentary *The Tribal Mind*.NationalFilm Board of Canada.1994. Videocassette

CD Letourneau,Denis,and Stu Goldberg.*Reinventions*.Dedications Records,2006.CD

If you have any quesries about referencing please ask the librarian or your Coordinator.

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Images from: www.google.co.tz/images