

Candidate identifier		Creating a tower defense video game			
Criterion	A	B	C	D	Total
Level awarded	6	7	5	6	24

Criterion A: Investigating	Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: define a clear goal and global context for the project, based on personal interests	Goal is clear and based on his passion for computer science. The student explains in the introduction why the goal is challenging and this is supported in process journal entry J. He details the relationship to the global context 'scientific and technical innovation' and justifies it by explaining why it is more pertinent than personal and cultural expression.	6
Strand ii: identify prior learning and subject-specific knowledge relevant to the project	Prior learning is described in detail in the report and supported in the appendices. This includes previous experience of taking an online programming course (6). He analyses the relevance and contribution of subject-specific knowledge to the project (7). Best fit is applied for this strand at level 7	7
Strand iii: demonstrate research skills	An appropriate range and variety of sources have been researched (6). There is evidence that specific sources are evaluated (6). The bibliography is consistent. Although it is not used in the report there is extensive evidence in process journal entries such as A/C/H/I (5). There is extensive evidence of a broad range of research skills (using digital resources, identifying primary and secondary sources, creating a research plan). Best fit is applied for this strand at level 6	6
Overall criterion level	6	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? Best fit is applied for a level 6.

Criterion B: Planning		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: develop criteria for the product/outcome		Criteria that define the specific characteristic of a high quality product (7). Informed by research (6). Justified, specific and multidimensional (7). Best fit is applied for this strand at level 7	7
Strand ii: plan and record the development process of the project		A plan that includes short- and long-term planning that has not been broken down into specific steps (6). Has strong focus to the project (7). Specific dates and deadlines are included (6). Best fit 6 An explanation of the process from start to finish has been included and it is supported by process journal entries G to J. (6). Changes are stated and justified (7). Best fit is applied for this strand at level 6	6
Strand iii: demonstrate self-management skills		A justification of : Limitations for effective and independent time and task management has been included. (7) Affective skills practised through the project (7) Effective use of other self-management skills such as planned strategies to achieve goal, select and use technology effectively and productively to achieve goal, practised analysing causes for failure such as the evidence presented in process journal I. Best fit applied is applied for this strand at level 7	7
Overall criterion level	7	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?	

Criterion C: Taking action		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: create a product/outcome in response to the goal, global context and criteria		The student has produced a good quality product (Python video game) in response to the goal, global context and addresses the 14 specifications set as criteria (6). There is a description of how the product achieves the goal of the project, connection to the global context and set criteria (4). Best fit has been applied for this strand at level 5	5
Strand ii: demonstrate thinking skills		The student provides a description of thinking skills under the specific strand but throughout the report explains how he solved problems (5); there is transfer of learning from research to achieve goal. (6) Best fit has been applied for this strand at level 5	5
Strand iii: demonstrate communication and social skills		There is an outline of limited interaction with people relevant to the project (2). The report is consistently clear and coherent and follows the required structure (7). Best fit has been applied for this strand at level 4	4
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?	

These materials are provided to exemplify marking standards and are for in-school use only.

Criterion D: Reflecting		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: evaluate the quality of the product/outcome against their criteria		The evaluation analyses the quality of the product against all of the stated criteria.	7
Strand ii: reflect on how completing the project has extended their knowledge and understanding of the topic and the global context		The reflection explains the development of the student's understanding of the topic and the global context using well-chosen examples.	6
Strand iii: reflect on their development as IB learners through the project		The reflection explains how he has developed as an IB learner using specific examples connected to the IB learner profile.	6
Overall criterion level	6	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?	

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