



INTERNATIONAL BACCALAUREATE ORGANIZATION

PRIMARY YEARS PROGRAMME

Questionnaire: Review of the draft scope and sequence documents, August 2001

Information about completing this questionnaire

The draft scope and sequence material is being reviewed in November 2001. Questionnaires such as this are an effective way for the IBO to obtain feedback about curriculum from teachers. This feedback will form an integral part of the review. Therefore it is important that we receive this information from as many teachers as possible. We hope that you will have the time to respond.

1. Before completing this questionnaire, please make additional copies so that a separate questionnaire may be submitted by each PYP teacher.
2. This questionnaire has two purposes:
 - to evaluate the current draft scope and sequence documents in order to inform the future development of these documents (section one)
 - to evaluate the current draft programme of inquiry document in order to inform the future development of this document (section two).

3. Where applicable, put a tick/check mark in the appropriate box, as follows:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

4. Please complete and return this questionnaire by **30 October 2001** to:

Debra Matthews, Primary Years Programme curriculum manager
International Baccalaureate Curriculum and Assessment Centre
Peterson House
Malthouse Avenue
Cardiff Gate
Cardiff
Wales
GB CF23 8GL

Thank you for your help with this part of the review process.

Teacher and school details

Name of PYP teacher: _____

Name of school: _____ School code:

IBO region:	IBO Africa/Europe/Middle East	1
	IBO Asia/Pacific	2
	IBO Latin America	3
	IBO North America & Caribbean	4

1. Please specify which of the following describes your role in the school by ticking the relevant box(es).

- a.** Grade level teacher 1
Please specify the age of the children that you teach: _____ years
- b.** Single subject teacher 1
Please specify the subject(s): _____
- c.** PYP coordinator 1
- d.** Other 1
If other, please specify: _____

2. Please specify how many years you have been teaching the IBO's PYP: _____ years

3. Please indicate the IBO PYP training workshops that you have attended.

- a.** PYP for beginner users 1
- b.** PYP for intermediate users 1
- c.** PYP for advanced users 1
- d.** PYP coordinators 1
- e.** PYP workshop leaders 1
- f.** PYP assessment 1
- g.** Other 1
If other, please specify: _____

Section One: Evaluating the draft scope and sequence documents (published by the IBO)

	Yes	No
1. Is it mandatory for your school to use locally developed (national, regional, state) scope and sequence documents?	1	2

2. Please indicate whether or not you personally use each of the following scope and sequence documents.	Yes	No
a. PYP mathematics	1	2
b. PYP language	1	2
c. PYP visual arts	1	2
d. PYP drama	1	2
e. PYP music	1	2
f. PYP social studies	1	2
g. PYP science and technology	1	2
h. PYP physical education	1	2
i. PYP personal and social education	1	2

3. For each scope and sequence document that you use, please indicate which **one** of the descriptions most accurately reflects how you use the document.

a. The **PYP mathematics** scope and sequence document is used mainly:

as a resource for developing my school’s own mathematics scope and sequence	1
as my school’s mathematics scope and sequence	2
for another purpose—please give details in the space below.	3

b. The **PYP language** scope and sequence document is used mainly:

as a resource for developing my school’s own language scope and sequence	1
as my school’s language scope and sequence	2
for another purpose—please give details in the space below.	3

c. The **PYP visual arts** scope and sequence document is used mainly:
as a resource for developing my school's own visual arts scope and sequence 1
as my school's visual arts scope and sequence 2
for another purpose—please give details in the space below. 3

d. The **PYP drama** scope and sequence document is used mainly:
as a resource for developing my school's own drama scope and sequence 1
as my school's drama scope and sequence 2
for another purpose—please give details in the space below. 3

e. The **PYP music** scope and sequence document is used mainly:
as a resource for developing my school's own music scope and sequence 1
as my school's music scope and sequence 2
for another purpose—please give details in the space below. 3

f. The **PYP social studies** scope and sequence document is used mainly:
as a resource for developing my school's own social studies scope and sequence 1
as my school's social studies scope and sequence 2
for another purpose—please give details in the space below. 3

g. The **PYP science and technology** scope and sequence document is used mainly:
as a resource for developing my school's own science and technology scope and sequence 1
as my school's science and technology scope and sequence 2
for another purpose—please give details in the space below. 3

- h.** The **PYP physical education** scope and sequence document is used mainly:
- as a resource for developing my school’s own physical education scope and sequence 1
- as my school’s physical education scope and sequence 2
- for another purpose—please give details in the space below. 3
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- i.** The **PYP personal and social education** scope and sequence document is used mainly:
- as a resource for developing my school’s own personal and social education scope and sequence 1
- as my school’s personal and social education scope and sequence 2
- for another purpose—please give details in the space below. 3
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-

4. When using the scope and sequence documents in the ways indicated by responses in question 3, please rate the ease of usage on the scale from 1 (difficult) to 5 (easy).

	1	2	3	4	5
a. PYP mathematics	1	2	3	4	5
b. PYP language	1	2	3	4	5
c. PYP visual arts	1	2	3	4	5
d. PYP drama	1	2	3	4	5
e. PYP music	1	2	3	4	5
f. PYP social studies	1	2	3	4	5
g. PYP science and technology	1	2	3	4	5
h. PYP physical education	1	2	3	4	5
i. PYP personal and social education	1	2	3	4	5

5. Please comment on any **strengths** and **weaknesses** of each of the subject-specific scope and sequence documents you use.

a. PYP mathematics

Strengths: _____

Weaknesses: _____

b. PYP language

Strengths: _____

Weaknesses: _____

c. PYP visual arts

Strengths: _____

Weaknesses: _____

d. PYP drama

Strengths: _____

Weaknesses: _____

e. PYP music

Strengths: _____

Weaknesses: _____

f. PYP social studies

Strengths: _____

Weaknesses: _____

g. PYP science and technology

Strengths: _____

Weaknesses: _____

h. PYP physical education

Strengths: _____

Weaknesses: _____

i. PYP personal and social education

Strengths: _____

Weaknesses: _____

6. Please indicate which of the PYP scope and sequence documents is most useful to you and give reasons for this choice.

7. Please add any additional comments or questions about the PYP scope and sequence documents (A3 format, length of the document, etc).

Section Two: Evaluating the draft PYP programme of inquiry document (published by the IBO)

	Yes	No
1. Do you use, in any way, the draft PYP programme of inquiry document?	1	2

If no, please proceed to question 4.

	Yes	No
2. Do you use the draft PYP programme of inquiry document as a model to develop your school's own programme of inquiry?	1	2

If yes, please provide additional comments.

	Yes	No
3. Are there any particular units of inquiry in the draft PYP programme of inquiry document that you have incorporated or adapted into your school's own programme of inquiry?	1	2

If yes, please add the following information.

a. Please provide the unit title(s) and the age band(s) as indicated in the draft PYP programme of inquiry document.

b. What are your reasons for choosing to use or adapt the unit(s) within your school's programme of inquiry?

4. Please add any additional comments or questions about the draft PYP programme of inquiry document.

Thank you for taking the time to complete this questionnaire.

Please return the completed questionnaire to the Primary Years Programme department at IBCA by 30 October 2001.