YEAR 7 | MYP-INSPIRED DIAGNOSTIC

Individuals and Societies

Name: _____ Date: _____

Suggested time: 55 minutes | Focus: A Knowing and understanding; B Investigating; C Communicating; D Thinking critically

Instructions: Answer independently. Explain your thinking, refer to evidence and show working where appropriate. This is an unofficial diagnostic, not an IB examination.

Source-based inquiry: Urban change

Study these fictional sources about the town of Riverton. Source A: “The new bus route will help more residents reach jobs and schools,” says the council. Source B: A shop owner says, “Construction has reduced foot traffic and my sales are down.” Source C: Town survey: 60% support the route, 25% oppose, 15% are undecided; 200 residents responded. Source D: A student notes that some outer neighbourhoods were not included in the survey.

1. Define infrastructure and give two examples relevant to a town.

2. Explain two ways the bus route might affect different groups of people.

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Investigation and source evaluation

3. Write a focused research question about whether the bus route benefits Riverton fairly. Identify two types of additional evidence you would collect and why.

4. Compare Sources A and B. How do their perspectives differ, and what might explain the difference?

5. Calculate how many of the 200 respondents supported the route. Explain why Source C may not represent every resident.

Argument and communication

6. Write a 120-160 word recommendation to the council. Make a claim, use at least two sources, recognise a counterargument and propose a reasonable next step.

7. Explain why historians or geographers should distinguish a source’s usefulness from its reliability.

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PARENT / TUTOR GUIDE

Use this guide after the student has completed the assessment. Credit sound reasoning and justified alternative responses. These are formative observations, not official MYP criterion levels.

Assessment lens

A Knowing and understanding; B Investigating; C Communicating; D Thinking critically

Answers 1-2

1: Infrastructure means essential systems/facilities, e.g. roads, water supply, transport. 2: Commuters may gain access; businesses may face temporary disruption; benefits can be uneven.

Answers 3-5

3: Strong questions are specific, researchable and consider equity; evidence could include travel times by area, ridership, interviews or business sales. 4: Council emphasises future benefits; shop owner reports immediate costs; their roles influence priorities. 5: 120 support; survey may omit neighbourhoods or be affected by sampling bias.

Answers 6-7

6: Accept a supported recommendation, including a counterargument and feasible evidence-gathering or mitigation step. 7: A biased source can still be useful for understanding a viewpoint; reliability concerns accuracy/trustworthiness for a specific claim.

Look for

Source comparison, explicit identification of perspective and limitations, accurate data use, ethical consideration and evidence-led conclusions.

Observation checklist

Does the student explain reasoning clearly? Can they select relevant evidence, revise a first idea and communicate a conclusion? Note specific examples rather than assigning an unsupported IB grade.

Next steps

Choose one strength and one priority for the next lesson. Ask the student to explain how they reached their answer before providing corrections.

Curriculum note

The MYP uses subject-specific criteria A-D. This independent diagnostic samples related skills; it does not fully assess all strands or replace school assessment. Year 7 is commonly MYP Year 1, but school year naming varies.

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