Course Booklet

Grade 6
2018-2019

Grade 6

LANGUAGE AND LITERATURE

English Language and Literature

During this year we will complete four or five units of work in Language and Literature. These units will be from the following list:

- Novel – *The Cay*: students will explore the novel genre, focus on relations and communication, and construct opinion paragraphs.
- Shakespeare – *A Midsummer Night's Dream*: a study of the format of the play, its content and its language. Interdisciplinary assignment creating script and storyboard for stop-motion animated film.
- Literature – *The Abomination*: The students will explore the idea that culture, religion and tradition may make us who we are. Writing a continuation in "cliff-hanger" style and book review.
- Short Story – *The Good Deed* and other short stories: The students will delve into creative writing of their own short stories, in conjunction with studying short stories by Pearl S. Buck which take place in East Asia during the early 20th century.

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format. Students will carry out text comprehension exercises, interpretation of visual information and produce written pieces in different formats, plan and execute oral presentations and compare and contrast genres and authors.

Assessment

Language and Literature will be assessed using four criteria– Analysing, Organising, Producing text and Using Language. For each of these there is a rubric informing students what they need to do in order to achieve each level. Students should make sure they read each rubric carefully so that they understand what is being assessed.. The rubrics will be put onto the learning platform It's Learning along with the learning objectives for each unit.

Criterion A: Analysing – Maximum 8

Assessed through comparing and contrasting genres and texts, analysing the effects of the creator's choice on an audience and analyzing content, context, language, structure, technique and style of the texts.

Criterion B: Organising – Maximum 8

Assessed through producing work that employs organisational structures that serve context and intention, and using referencing and formatting tools to create work that serves the context and intention.

Criterion C: Producing Text – Maximum 8

Assessed by making stylistic choices in terms of linguistic, literary and visual devices, and demonstrating awareness of impact on an audience.

Criterion D: Using Language – Maximum 8

Assessed by written pieces in different formats, which employ correct grammar, syntax, spelling, punctuation and the use of appropriate non-verbal communication techniques.

LANGUAGE AND LITERATURE

Norwegian Language and Literature

The four assessment criteria in Norwegian Language and Literature are:

A. Analysing.
B. Organizing.
C. Producing text.
D. Using language.

Each criterion has detailed descriptors, and to a maximum of eight levels. Students are engaged in unit studies in at least four units each year. The units are based on conceptual ideas and the studies require student involvement in making inquiry questions related to a global context. The learning process also includes attaining, practicing, and mastering identified approaches to learning skills. The assessment of formative and summative learning records the student's level of competence in the subject.

Unit 1. Written, oral and visual communication
Example of task: produce a text, apply all three forms of communication and a rationale.
Criterion C - make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
Criterion A - identify and comment upon significant aspects of texts and identify similarities and differences in features within and between texts

Unit 2. Media text - language and structure
Example of task: produce advertisements
Criterion B - employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention

Unit 3. Grammar – a language about language
Example of task: written text
Criterion D - use appropriate and varied vocabulary, sentence structure and forms of expression. Use correct grammar, syntax and punctuation. Spell, write and pronounce with accuracy

Unit 4. Analysis of text, context and purpose
Example of task: an oral presentation of a study film as text
Criterion A - Identify and comment upon significant aspect of texts and identify and comment upon the creator's choices. Justify opinions and ideas, using examples, explanations and terminology. Identify similarities and difference in features within and between texts.
Criterion C - Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process. Select relevant details and examples to support ideas.

Assessment criteria overview

Assessment for language and literature in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

> Subject groups **must** address **all** strands of **all** four assessment criteria **at least twice** in each year of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1 or 2); adequate (3 or 4); substantial (5 or 6); and excellent (7 or 8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP language and literature. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

• a task-specific version of the required assessment criteria

• a face-to-face or virtual classroom discussion

• a detailed task sheet or assignment.

Language and literature assessment criteria: Year 1

Criterion A: Analysing

Maximum: 8

At the end of year 1, students should be able to:

i. identify and comment upon significant aspects of texts

ii. identify and comment upon the creator's choices

iii. justify opinions and ideas, using examples, explanations and terminology

iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification and comment upon significant aspects of texts ii. provides **minimal** identification and comment upon the creator's choices iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. **identifies few** similarities and differences in features **within and between texts**.
3–4	The student: i. provides **adequate** identification and comment upon significant aspects of texts ii. provides **adequate** identification and comment upon the creator's choices iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. **identifies some** similarities and differences in features **within and between texts**.
5–6	The student: i. provides **substantial** identification and comment upon significant aspects of texts ii. provides **substantial** identification and comment upon the creator's choices iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. **describes some** similarities and differences in features across and **within and between texts**.

Achievement level	Level descriptor
7–8	The student: i. provides **perceptive** identification and comment upon significant aspects of texts ii. provides **perceptive** identification and comment upon the creator's choices iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology iv. **compares and contrasts** features **within and between texts**.

Criterion B: Organizing

Maximum: 8

At the end of year 1, students should be able to:

i.   employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 1, students should be able to:

i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to support ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii. selects **some** relevant details and examples to support ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to support ideas.
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to support ideas.

Criterion D: Using language

Maximum: 8

At the end of year 1, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

LANGUAGE ACQUISITION

English Language Acquisition

Unit Assessment Tasks

- Novel – Charlie and the Chocolate Factory: *Identifying linguistic, syntactic, and grammatical forms in writing for various purposes*
- Novel - Abomination: *Interdisciplinary assignment creating script, storyboard for stop-motion animated film*
- Novel - The Cay: *Constructing opinion paragraphs*

English Language Acquisition is assessed using four equally weighted assessment criteria. Students in English Language Acquisition will be taught concurrently with English Language and Literature students, but will be assessed on the appropriate phase of English Language Acquisition.

English Language Acquisition Assessment

Criterion A Comprehending spoken and visual text – Maximum 8
- construct meaning and draw conclusions from information, main ideas and supporting details
- interpret conventions
- engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Criterion B Comprehending written and visual text – Maximum 8
- construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- interpret basic conventions including aspects of format and style, and author's purpose for writing
- engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Criterion C Communicating in response to spoken, written and visual text – Maximum 8
- respond appropriately to spoken, written and visual text
- engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- express ideas and feelings, and communicate information in simple and complex texts
- communicate with a sense of audience and purpose.

Criterion D Using language in spoken and written form – Maximum 8
- write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- organize information and ideas into a structured text; use a wide range of cohesive devices
- use language to suit the context

LANGUAGE ACQUISITION

Norwegian Language Acquisition

The following units will be taught:

- Myself, my family and my friends – all phases
- My daily life – all phases
- Speaking about food- all phases
- My clothes - all phases
- Syntax and grammar – all phases

This is a language acquisition course for emergent, capable and proficient communicators. It is taught within the MYP framework for language acquisition combined with the curriculum for the subject "Basic Norwegian for language minorities" from the Norwegian national curriculum and is structured in 6 phases: 1-2 emergent communicators, 3-4 capable communicators, 5-6 proficient communicators. The individual student's phase is determined according to their language proficiency (oral, visual, and written). For students who are in Norway on a long time basis, the aim is that they should eventually become proficient enough to transfer to Language and Literature.

Organization

Language Acquisition students will sometimes take part in Language and Literature classes when this is seen to be pedagogically beneficial for the individual student's language acquisition. This is an on-going evaluation and the decision is made by the subject teachers. These students are still considered as Language Acquisition students and will be assessed using Language Acquisition criteria.

A transition from Norwegian Language Acquisition to Language and Literature happens after an evaluation by the subject teacher and in dialogue with the student and parents.

Assessment

Criterion A: Comprehending spoken and visual text – Maximum 8
A typical task would be watching a film, a clip from TV or a spoken or visual advertisement and the students answer questions either spoken or written. Phases 1-2 can answer questions in English.

Criterion B: Comprehending written and visual text. – Maximum 8
The students read a written and visual text and answer questions.

Criterion C: Communicating in response to spoken, written and visual text – Maximum 8
The students can here write an essay or an oral task where they express ideas and feelings, and communicate information in familiar and unfamiliar situations.

Criterion D: Using language in a spoken and written form – Maximum 8
Here the student will show the use of a range of vocabulary, grammatical structures and convention, pronunciation in oral expression and organization of information and ideas, and use of basic cohesive devices. This will be assessed in an interactive oral task or a written task.

LANGUAGE ACQUISITION

French Language Acquisition

We will use the books Expo 1 chapter 1, 2, 3 and 4, and the following units will be taught:

- Myself and my family and my friends – all phases
- My home and my town - all phases
- A day in my life - all phases
- Amusement and hobby – all phases

We work on syntax and grammar ongoing – all phases

In the context of the language acquisition subject group framework, to be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. This is a language acquisition course for emergent, capable and proficient communicators. It is taught within the MYP framework for language acquisition and the objectives will be to enable students' understanding of the new language through learning language, learning through language, learning about language.

Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to particular age groups or MYP years and the teacher will need to decide the most suitable phase in which to place individual students or a group of students. The phases are organized as follows: 1 - 2 emergent communicators, 3 - 4 capable communicators, 5 - 6 proficient communicators.

Organization

Ideally, language acquisition students should be taught in groups of students all in similar phases. Student numbers and lesson scheduling does not always allow this. Usually, we have a range of students, from beginners to proficient users, in the same group.

Assessment:

French is assessed using four criteria. The work will be assessed formatively and summatively.

Criterion A: Comprehending spoken and visual text – Maximum 8
A typical task would be watching a film, a clip from TV or a spoken or visual advertisement and the students answer questions either spoken or written. Phases 1-2 can answer questions in English.

Criterion B: Comprehending written and visual text – Maximum 8
The students read a written and visual text and answer questions.

Criterion C: Communicating in response to spoken, written and visual text – Maximum 8
Students may write an essay or an oral task where they express ideas and feelings, and communicate information in familiar and unfamiliar situations.

Criterion D: Using language in spoken and written form – Maximum 8
Here the student will show the use of a range of vocabulary, grammatical structures and convention, pronunciation in oral expression and organization of information and ideas, and use of basic cohesive devices. This will be assessed in an interactive oral task or a written task.

Language acquisition assessment criteria: Phase 1

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 1, students should be able to:

iv.   identify basic facts, messages, main ideas and supporting details

v.   recognize basic conventions

vi.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages **considerably** with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. **clearly** identifies basic facts, messages, main ideas and supporting details ii. has **excellent** awareness of basic conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

i.   identify basic facts, messages, main ideas and supporting details

ii.   recognize basic aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. **clearly** identifies basic facts, messages, main ideas and supporting details ii. has **excellent** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

i.   respond appropriately to simple short phrases

ii.   interact in simple and rehearsed exchanges, using verbal and non-verbal language

iii.   use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

iv.   communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses **minimal** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics iv. communicates with a **limited** sense of audience.
3–4	The student: i. responds to simple short phrases and basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses **some** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics iv. communicates with **some** sense of audience.
5–6	The student: i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on **some** aspects of everyday topics iv. communicates with a **considerable** sense of audience.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **confidently** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases **effectively** to communicate ideas, feelings and information on **a variety** of aspects of everyday topics iv. communicates with an **excellent** sense of audience.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 1, students should be able to:

i.   write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii.   organize basic information and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and uses a **limited** range of basic cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; when speaking, uses clear pronunciation and **excellent** intonation, making communication easy ii. organizes basic information **clearly** and uses a range of basic cohesive devices **accurately** iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 2

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   show understanding of messages, main ideas and supporting details

ii.   recognize basic conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages **adequately** with the spoken and visual text by identifying some ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. shows **considerable** understanding of messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. shows **excellent** understanding of messages, main ideas and supporting details ii. has **excellent** awareness of basic conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   identify basic facts, main ideas and supporting details, and draw conclusions

ii.   recognize basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts and main ideas but **few** supporting details; is not **able** to draw conclusions ii. has **limited** awareness of basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions ii. recognizes **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, main ideas and supporting details, and draws conclusions ii. recognizes **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. **clearly** identifies basic facts, main ideas and supporting details, and draws conclusions ii. **clearly** recognizes basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   interact in basic structured exchanges

iii.   use phrases to communicate ideas, feelings and information in familiar situations

iv.   communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in basic structured exchanges iii. uses **minimal** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations iv. communicates with a **limited** sense of audience.
3–4	The student: i. responds to simple short phrases and **some** basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in basic structured exchanges iii. uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience.
5–6	The student: i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in **some** familiar situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **confidently** in basic structured exchanges iii. uses phrases **effectively** to communicate ideas, feelings and information in **a variety** of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an **excellent** sense of audience.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 2, students should be able to:

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information and ideas, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** iii. **usually** uses language to suit the context.

Achievement level	Level descriptor
7–8	The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and excellent intonation, making communication easy ii. organizes basic information and ideas **clearly**, and uses a range of basic cohesive devices **accurately**; **there is a logical structure and cohesive devices add clarity to the message** iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 3

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 3, students should be able to:

i.   show understanding of information, main ideas and supporting details, and draw conclusions

ii.   understand conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions ii. has **limited** understanding of conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions ii. has **some** understanding of conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions ii. has **considerable** understanding of conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions ii. has **excellent** understanding of conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 3, students should be able to:

i.   show understanding of information, main ideas and supporting details, and draw conclusions

ii.   understand basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions ii. has **limited** understanding of basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions ii. understands **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions ii. understands **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions ii. **clearly** understands basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 3, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   interact in rehearsed and unrehearsed exchanges

iii.   express ideas and feelings, and communicate information in familiar and some unfamiliar situations

iv.   communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in rehearsed and unrehearsed exchanges iii. expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations iv. communicates with a **limited** sense of audience and purpose.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in rehearsed and unrehearsed exchanges iii. expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience and purpose.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. interacts **considerably** in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience and purpose.
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. interacts **confidently** in rehearsed and unrehearsed exchanges iii. **effectively** expresses **a wide range** of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of audience and purpose.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 3, students should be able to:

i.   write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii.   organize information and ideas and use a range of basic cohesive devices

iii.   use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** information and ideas, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** iii. **usually** uses language to suit the context.

Achievement level	Level descriptor
7–8	The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and excellent intonation, making communication easy ii. organizes information and ideas **clearly**, and uses a range of basic cohesive devices accurately; there is a **logical** structure and cohesive devices add **clarity** to the message iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 4

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   construct meaning and draw conclusions from information, main ideas and supporting details

ii.   interpret conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** constructing meaning from information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. constructs **some** meaning and draws **some** conclusions from information, main ideas and **some** supporting details ii. interprets **some** conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. constructs **considerable** meaning and draws conclusions from information, main ideas and supporting details ii. interprets **most** conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. constructs **extensive** meaning and draws conclusions from information, main ideas and supporting details ii. interprets conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

ii. interpret basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** constructing meaning by identifying stated information or main ideas and supporting details; is **not able** to draw conclusions ii. **has difficulty** interpreting basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. constructs **some** meaning from stated and **some** implied information, main ideas and supporting details; draws **some** conclusions ii. interprets **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. constructs **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. constructs **extensive** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance

iii.   express ideas and feelings, and communicate information in simple and complex texts

iv.   communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas and feelings, and communicates **minimal** information in simple and complex texts iv. communicates with a **limited** sense of audience and purpose.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas and feelings, and communicates **some** information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with **some** sense of audience and purpose.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience and purpose.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and appropriately to spoken, written and visual text ii. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas and feelings, and communicates information in simple and complex texts; ideas are **relevant** and **developed**, and opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of audience and purpose.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 4, students should be able to:

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas into a structured text; use a wide range of cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** information, and cohesive devices are not used iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **limited** range of cohesive devices **accurately** iii. **usually** uses language to suit the context.

Achievement level	Level descriptor
7–8	The student: i. writes/speaks **effectively** using a range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and **excellent** intonation, making communication easy ii. organizes information and ideas **clearly into a well-structured text**; uses a range of cohesive devices **accurately**, adding **clarity and coherence** to the message iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 5

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i.   analyse and draw conclusions from information, main ideas and supporting details

ii. analyse conventions

iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing conventions iii. engages **minimally** with the spoken and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective.. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyses **adequately** and draws some conclusions from information, main ideas and supporting details ii. analyses **some** conventions iii. engages **adequately** with the spoken and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **most** conventions iii. engages **considerably** with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details ii. analyses conventions iii. engages **thoroughly** with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i.   analyse and draw conclusions from information, main ideas and supporting details

ii.   analyse basic conventions including aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. analyses **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by analysing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details ii. analyses basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance

iii. express ideas, opinions and feelings, and communicate information in a wide range of situations

iv.   communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various situations iv. communicates with a **limited** sense of register, purpose and style.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed iv. communicates **with** some sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of register, purpose and style.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 5, students should be able to:

i.   write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency

i.   organize information and ideas; use a wide range of cohesive devices

ii.   use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes **limited** information, and cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy ii. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 6

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i.   evaluate and draw conclusions from information, main ideas and supporting details

ii.   interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii.   engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **minimally** with the spoken and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details in social and academic situations ii. **adequately** interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **adequately** with the spoken and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. evaluates considerably and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets to some degree the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages considerably with the spoken and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows considerable understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **thoroughly** with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i.   evaluate and draw conclusions from information, main ideas and supporting details

ii.   interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **minimally** with the written and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. **adequately** interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **adequately** with the written and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. evaluates **considerably** and draws conclusions from information, main ideas and supporting details ii. interprets **to some degree** the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **considerably** with the written and visual text by evaluating **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **thoroughly** with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance

iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts

iv.   communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various social and academic contexts iv. communicates with a **limited** sense of register, purpose and style.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed complex exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of social and academic contexts; ideas are not always relevant or detailed iv. communicates with **some** sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of social and academic contexts; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. engages **confidently** in rehearsed and unrehearsed complex exchanges to share a **variety** of **informative and organized** ideas on **a range** of topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of social and academic contexts; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of register, purpose and style.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 6, students should be able to:

i.   write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique

ii.   organize information and ideas; use a wide range of cohesive devices

iii.   use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes **limited** information, and cohesive devices are not used iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** oratory technique ii. organizes **some** information and ideas, and uses a range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; uses **good** oratory technique ii. organizes information and ideas **well**, and uses a **wide range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a **wide range** of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** oratory technique ii. organizes information and ideas **into a logical and well-structured text**; uses a wide range of cohesive devices **accurately and effectively** iii. uses language **effectively** to suit the context.

INDIVIDUALS AND SOCIETIES

Integrated Humanities

During this year we will complete five or six units of work in Integrated Humanities from the following list:

- Stranger than fiction: What is History? What is Geography? – *Analysis of sources, learning how to make bibliographies, learning how to carry out research, bias, chronology, physical geography, human geography and environmental geography.*
- Weather and Climate – *How to observe and record weather, microclimates, aspects, forecasting weather.*
- Hazards and Disasters – *Development of strategies for living in hazardous environments, human response, scientific and technical innovation.*
- The Water Cycle – *Risks and prevention. Comparison of two countries and human response.*
- Our Earth – *Personal and social perspectives on the process and effects of globalization.*
- Our Earth extensions - *Castles and their developments. An investigation into the causes and consequences of scientific and technical innovations (weaponry).*
- One for all and all for one – *An investigation into personal expression, cause and consequence and systems. Is it possible, on a local, national and global scale to be individual and still be a team player?*

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format and identify bias, present information in a range of different formats eg. maps, timelines, graphs and sketches. Students will also be required to be active in note taking and discussions. Each unit will conclude with a reflection on the process and what has been achieved.

Assessment

Individuals and Societies will be assessed using four criteria – Knowing and Understanding, Investigating, Communicating and Thinking Critically. For each of these there is a rubric informing students what they need to do in order to achieve a certain level. Students should make sure they read each rubric carefully so that they understand what they are assessed on. The rubrics will be made available on the learning platform It's Learning along with the learning objectives for each unit.

Criterion A: Knowing and Understanding – Maximum 8
Assessed through written pieces of work in the form of essays, oral presentations, reports, posters, brochures, newspaper articles, action plans, budgets, diagrams, time-lines and maps.

Criterion B: Investigating – Maximum 8
Assessed through completing work plans, developing guiding/research questions and explaining the choice, collecting and recording relevant information consistent with the research question, and reflecting on the process and results of the investigation.

Criterion C: Communicating – Maximum 8
Assessed by communicating information with clarity in the forms indicated in Criterion A and listing sources according to the instructions from the task hand-outs.

Criterion D: Thinking Critically – Maximum 8
Assessed through information given in written pieces of work (see Criterion A), the identification of bias of sources, the use of information to form and give opinions and the identification and analysis of sources/data in terms of origin, purpose and usefulness.

Individuals and societies assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   use vocabulary in context

ii.   demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recognizes some** vocabulary ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: i. **uses some** vocabulary ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples.
5–6	The student: i. **uses considerable relevant** vocabulary, **often accurately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: i. **consistently** uses **relevant** vocabulary **accurately** ii. demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

At the end of year 1, students should be able to:

i.   explain the choice of a research question

ii.   follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research question

iv.   reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a research question ii. follows an action plan in a **limited way** to explore a research question iii. **collects** and **records** information, to a **limited extent** iv. **with guidance**, reflects on the research process and results, to a **limited extent**.
3–4	The student: i. **describes** the choice of a research question ii. **partially** follows an action plan to explore a research question iii. **uses** a method or methods to collect and record **some relevant** information iv. **with guidance**, reflects on the research process and results with **some** depth.
5–6	The student: i. **describes** the choice of a research question **in detail** ii. **mostly** follows an action plan to explore a research question iii. **uses** method(s) to collect and record **often relevant** information iv. **reflects** on the research process and results.
7–8	The student: i. **explains** the choice of a research question ii. **effectively** follows an action plan to explore a research question iii. **uses** methods to collect and record **consistently relevant** information iv. **thoroughly** reflects on the research process and results.

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i.   communicate information and ideas with clarity

ii.   organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. communicates information and ideas in a style that is **not always** clear ii. organizes information and ideas **in a limited way** iii. **inconsistently** lists sources, not following the task instructions.
3–4	The student: i. communicates information and ideas in a way that is **somewhat** clear ii. **somewhat** organizes information and ideas iii. lists sources in a way that **sometimes** follows the task instructions.
5–6	The student: i. communicates information and ideas in a way that is **mostly** clear ii. **mostly** organizes information and ideas iii. lists sources in a way that **often** follows the task instructions.
7–8	The student: i. communicates information and ideas in a way that is **completely** clear ii. **completely** organizes information and ideas **effectively** iii. lists sources in a way that **always** follows the task instructions.

Criterion D: Thinking critically

Maximum: 8

At the end of year 1, students should be able to:

i.   identify the main points of ideas, events, visual representation or arguments

ii.   use information to give an opinion

iii. identify and analyse a range of sources/data in terms of origin and purpose

iv.   identify different views and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies the main points of ideas, events, visual representation or arguments **to a limited extent** ii. uses information to give **limited** opinions iii. identifies the origin and purpose of **limited** sources/data iv. identifies **some** different views.
3–4	The student: i. identifies **some** main points of ideas, events, visual representation or arguments ii. uses information to give **adequate** opinions iii. **identifies** the origin and purpose of sources/data iv. identifies **some** different views and suggests **some** of their implications.
5–6	The student: i. **identifies** the main points of ideas, events, visual representation or arguments ii. uses information to give **substantial** opinions iii. identifies the origin and purpose of a **range** of sources/data iv. identifies different views and **most** of their implications.
7–8	The student: i. identifies **in detail** the main points of ideas, events, visual representation or arguments ii. uses information to give **detailed** opinions iii. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose iv. **consistently** identifies different views and their implications

MATHEMATICS

Mathematics

Mathematics is taught in accordance with the IB mathematics program guide. This guide is not a syllabus but merely an overview of the topics suggested by the IB. MYP mathematics is largely based on inquiry where the approach to the subject is through practical work and exploration. The International Maths book 1 and 2 is used as a resource in the classroom.

The content of mathematics in the MYP focuses on building knowledge and understanding of the following concepts:

- Number order and structure (positive and negative directed numbers)
- Fractions and Decimals
- Algebra
- Geometry (Angles and Shapes)
- Graphs, Statistics & Probability

Assessment
Mathematics will be assessed according to four criteria.

Criterion A: Knowing and Understanding – Maximum 8
This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the branches in the prescribed framework. This assessment criteria is often summated in the form of chapter tests and quizzes.

Criterion B: Investigating Patterns – Maximum 8
Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Students should be able to select and apply mathematical problem-solving techniques to discover simple as well as complex patterns and prove, verify and justify general rules. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Criterion C: Communicating – Maximum 8
Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas both orally and in writing. This assessment criterion is summated through oral communication in presentations and through written assignments and tests.

Criterion D: Applying Mathematics in Real-life Contexts - Maximum 8
Mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Criterion A along with criterion C are usually assessed using tests and quizzes where knowledge of the topic is assessed. Inquiry-based assignments such as investigation exercises are usually but not always assessed on the basis of criteria B, C and D. A minimum of two assessments per criterion along with classwork and homework in general constitute the basis for the final grade at the end of the year.

Mathematics assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii.   **apply** the selected mathematics successfully when solving problems

iii. **solve** problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** appropriate mathematics when solving simple problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
3–4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
5–6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
7–8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.

Criterion B: Investigating patterns

Maximum: 8

At the end of year 1, students should be able to:

i.   **apply** mathematical problem-solving techniques to recognize patterns

ii. **describe** patterns as relationships or general rules consistent with correct findings

iii. **verify** whether the pattern works for other examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. **state** predictions consistent with simple patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** how these patterns work.
5–6	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** relationships or general rules consistent with findings iii. **verify** whether patterns work for another example.
7–8	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns ii. **describe** patterns as relationships or general rules consistent with correct findings iii. **verify** whether patterns work for other examples.

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2).

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. **use** different forms of mathematical representation to present information

iii. **communicate** coherent mathematical lines of reasoning

iv. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **communicate** through lines of reasoning that are difficult to understand.
3–4	The student is able to: i. **use** some appropriate mathematical language ii. **use** different forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately **organize** information using a logical structure.
5–6	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** different forms of mathematical representation to present information correctly iii. **communicate** through lines of reasoning that are usually coherent iv. **present** work that is usually organized using a logical structure.
7–8	The student is able to: i. consistently **use** appropriate mathematical language ii. consistently **use** different forms of mathematical representation to present information correctly iii. **communicate** clearly through coherent lines of reasoning iv. present work that is consistently **organized** using a logical structure.

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 1, students should be able to:

i. **identify** relevant elements of authentic real-life situations

ii. **select** appropriate mathematical strategies when solving authentic real-life situations

iii. **apply** the selected mathematical strategies successfully to reach a solution

iv. **explain** the degree of accuracy of a solution

v. **describe** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iii. **state**, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **describe** the degree of accuracy of the solution v. **state** correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **describe** correctly whether the solution makes sense in the context of the authentic real-life situation.

SCIENCES

Integrated Science

"Dans les champs de l'observation le hasard ne favorise que les esprits prepares".
- In the fields of observation chance favours only the prepared mind.". - Louis Pasteur (7 December 1854)

During the year the following topics will be taught:

- Identification of Lab equipment and safety guidelines
- Scientific method and Science history
- Introduction to Chemistry: Chemical reactions, Acids and bases, Solids, fluids and gases
- Astronomy
- Non/Renewable energy
- Cells

Assessment

The assessment for sciences courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A: Knowing and Understanding – Maximum 8

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. This assessment criterion is often summated in the form of chapter tests.

Criterion B: Inquiring and designing - Maximum 8

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Criterion C: Processing and evaluating - Maximum 8

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Criterion D: Reflecting on the impacts of science - Maximum 8

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. A variety of communication modes will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Sciences assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   outline scientific knowledge

ii.   apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations

iii.   interpret information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** scientific knowledge ii. **select** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**, **with limited success.**
3–4	The student is able to: i. **recall** scientific knowledge ii. **apply** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**.
5–6	The student is able to: i. **state** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to **make scientifically supported judgments**.
7–8	The student is able to: i. **outline** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to **make scientifically supported judgments**.

Criterion B: Inquiring and designing

Maximum: 8

At the end of year 1, students should be able to:

i.   outline an appropriate problem or research question to be tested by a scientific investigation

ii.   outline a testable prediction using scientific reasoning

iii.   outline how to manipulate the variables, and outline how data will be collected

iv.   design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** a problem or question to be tested by a scientific investigation ii. **select** a testable prediction iii. **state** a variable iv. design a **method with limited success**.
3–4	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **state** a testable prediction iii. **state** how to manipulate the variables, and **state** how **data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment**.
5–6	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable prediction iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected iv. design a **complete and safe method** in which he or she **selects appropriate materials and equipment**.
7–8	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **outline** a testable prediction **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **sufficient, relevant data** will be collected iv. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.

Criterion C: Processing and evaluating

Maximum: 8

At the end of year 1, students should be able to:

i.   present collected and transformed data

ii.   interpret data and outline results using scientific reasoning

iii.   discuss the validity of a prediction based on the outcome of the scientific investigation

iv.   discuss the validity of the method

v.   describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **interpret** data iii. **state** the validity of a prediction based on the outcome of a scientific investigation, **with limited success** iv. **state** the validity of the method based on the outcome of a scientific investigation, **with limited success** v. **state** improvements or extensions to the method that would benefit the scientific investigation, **with limited success**.
3–4	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **outline** results iii. **state** the validity of a prediction based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **outline** results **using scientific reasoning** iii. **outline** the validity of a prediction based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.

Achievement level	Level descriptor
7–8	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/ or visual forms ii. **accurately interpret data** and **outline** results **using correct scientific reasoning** iii. **discuss** the validity of a prediction based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **describe** improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of year 1, students should be able to:

i.   summarize the ways in which science is applied and used to address a specific problem or issue

ii.   describe and summarize the various implications of using science and its application in solving a specific problem or issue

iii.   apply scientific language effectively

iv.   document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to, **with limited success**: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding iv. document sources.
3–4	The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.
5–6	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources correctly.
7–8	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

Design

The MYP Design course aims to challenge students to apply practical and creative thinking skills in a variety of design situations. Inquiry and problem solving are at the heart of the subject group, and the students are required to use the design cycle. The final solutions they create can range from a model, or prototype, to a product or system as long as it is one that they have developed and created independently. All students are expected to be actively involved in the whole design process, rather than just the final solution. Each year students complete two units of work.

During the 2017 – 2018 school year the students will be taught the following units:

- Information: E-book - *Internally publish a prototype E-book about animals for young children using the iPads.*
- Product: "Clock" - *After researching the history of time-keeping devices, create an analog clock or other time-keeping device that you and others would find useful on a day-to-day basis.*

Assessment
The design cycle is used in each unit of work and this is assessed using four assessment criteria.

Criterion A: Inquiring and Analyzing – Maximum 8
Covers the student's justification for the need to find a solution for the problem they are studying, their research, analysis of existing solutions or products and the production of a design brief.

Criterion B: Developing Ideas – Maximum 8
Students are expected not only to develop a range of different ideas, but also to create a specification, or set of criteria to establish whether or not their design was successful. This criterion also measures the planning that was put into producing and finalizing their solution.

Criterion C: Creating the Solution – Maximum 8
In this criterion the ability to construct a logical plan, as well as the students' technical skills are assessed. Students can change their plan as they create but these changes must be fully justified.

Criterion D: Evaluating – Maximum 8
Measures the student's ability to critically reflect on the success of their solution, which they are expected to test, explain any improvements that could be made and explain the impact of their solution on their target audience.

Design assessment criteria: Year 1

Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 1, students should be able to:

i.   explain and justify the need for a solution to a problem

ii.   state and prioritize the main points of research needed to develop a solution to the problem

iii. describe the main features of one existing product that inspires a solution to the problem

iv.   present the main findings of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states** the findings of research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states some** points of research needed to **develop** a solution, **with some guidance** iii. **states** the main features of an existing product that inspires a solution to the problem iv. **outlines some of** the main findings of research.
5–6	The student: i. **explains** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines** the main features of an existing product that inspires a solution to the problem iv. **outlines** the main findings of relevant research.
7–8	The student: i. **explains** and **justifies** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** iii. **describes** the main features of an existing product that inspires a solution to the problem iv. **presents** the main findings of relevant research.

Criterion B: Developing ideas

Maximum: 8

At the end of year 1, students should be able to:

i.   develop a list of success criteria for the solution

ii.   present feasible design ideas, which can be correctly interpreted by others

iii.   present the chosen design

iv.   create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states one** basic success criterion for a solution ii. **presents one** design idea, which can be interpreted by others iii. **creates** an incomplete planning drawing/diagram.
3–4	The student: i. **states a few** success criteria for the solution ii. **presents more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. **states** the key features of the chosen design iv. **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution.
5–6	The student: i. **develops a few** success criteria for the solution ii. **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. **presents** the chosen design **stating** the key features iv. **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution.
7–8	The student: i. **develops a list of** success criteria for the solution ii. **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. **presents** the chosen design **describing** the key features iv. **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution.

Criterion C: Creating the solution

Maximum: 8

At the end of year 1, students should be able to:

i.   outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution

ii.   demonstrate excellent technical skills when making the solution

iii.   follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution

iv.   present the solution as a whole.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates minimal** technical skills when making the solution ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form**.
3–4	The student: i. **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. **demonstrates satisfactory** technical skills when making the solution iii. **creates** the solution, which **partially** functions and is **adequately** presented iv. **states one change** made to the chosen design **or** plan when making the solution.
5–6	The student: i. **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **states one change** made to the chosen design **and** plan when making the solution.
7–8	The student: i. **outlines** a plan, which **considers** the use of resources and time, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions as **intended** and is presented **appropriately** iv. **lists the changes** made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Maximum: 8

At the end of year 1, students should be able to:

i.   outline simple, relevant testing methods, which generate data, to measure the success of the solution

ii.   outline the success of the solution against the design specification

iii.   outline how the solution could be improved

iv.   outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **defines** a testing method, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution ii. **states** the success of the solution against the design specification based on the results of **one relevant** test iii. **states one way** in which the solution could be improved iv. **states one way** in which the solution can impact the client/target audience.
5–6	The student: i. **defines relevant** testing **methods**, which generate data, to measure the success of the solution ii. **states** the success of the solution against the design specification based on **relevant** product testing iii. **outlines one way** in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **outlines simple, relevant** testing methods, which generate data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on **authentic** product testing iii. **outlines** how the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.

ARTS

Visual Arts

During this school year students will complete three units of work in visual arts.
These units are;

- Medieval Mysteries
- Stop motion (Transdisciplinary unit with English Language and Literature)
- Mosaics

Each unit of work requires students to sketch and plan in their arts process journals (some planning can also be electronic, but must be submitted for assessment in a readable format), produce a final piece of art work, complete a written piece of work (often research based) and record ongoing reflections. In MYP Arts the process used to create art work, and the ability to demonstrate creative thinking, are as important as the final artwork itself.

Assessment

The visual arts are assessed using four criteria – Knowledge and Understanding, Developing skills, Thinking creatively and Responding. For each unit of work there are task-specific clarifications (rubrics) explaining what students need to do in order to achieve a certain level. It is important that students read each rubric carefully so that they understand what they are being assessed on. The rubrics will be put onto It's learning along with the learning objectives for each unit.

Criterion A: Knowledge and Understanding – Maximum 8

Usually assessed through written pieces of work, either in the arts process journals or through specific assignments. However it can also be assessed through oral presentations, or discussions with students.

Criterion B: Art-specific skills – Maximum 8

Assessed using, and covers the acquisition and development of, skills, evidence of which can be found in arts process journals, as well as in the final piece of artwork.

Criterion C: Thinking creatively – Maximum 8

Measured through planning and reflections in arts process journals, as well as the processes students use to create art.

Criterion D: Responding – Maximum 8

Measures ability to transfer their learning into new settings and to create an artistic response to the world around them. It is measured through their final art work, and written critiques of their own work and the work of others.

ARTS

Performing Arts

During Grade 6, students will complete at two Units of work in Performing Arts.
These Units will include the following:

Grade 6

- Modern Dance
- A Midsummer Night's Dream

Two main Units of study will include an in-depth unit on contemporary dance with a particular focus on the Martha Graham school of dance. Students will explore all aspects of the assessment criteria through student-developed choreography and performance. The second unit will be in interdisciplinary study of *A Midsummer Night's Dream* with English Language and Literature, as well as Visual Arts. In this unit students will develop a rich set of skills to perform both on stage, and using stop-motion animation technology.

Assessment

Performing Arts is assessed using the four criteria as outlined by the IB. The process involved in the creation of pieces is as important as the final product and this process will be assessed. Assessment tasks will often be practical performance work, but written tasks will also form part of the assessment. The criteria are:

Criterion A: Knowledge and Understanding - Maximum 8
Students should be able to demonstrate awareness of the art form studied, including the use of appropriate language. They should be able to demonstrate awareness of the relationship between the art form and its context as well as the links between the knowledge acquired and artwork created.

Criterion B: Developing Skills - Maximum 8
Students should be able to demonstrate the acquisition and development of the skills and techniques of the art form studied and the application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking Creatively - Maximum 8
Students should be able to identify an artistic intention in addition to alternatives and perspectives. They should also demonstrate the exploration of ideas

Criterion D: Responding - Maximum 8
Students should be able to identify connections between art forms, art and context, or art and prior learning. They should be able to recognize that the world contains inspiration or influence for art and evaluate certain elements or principles of artwork.

Arts assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   demonstrate awareness of the art form studied, including the use of appropriate language

ii.   demonstrate awareness of the relationship between the art form and its context

iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** awareness of the art form studied, including **limited** use of appropriate language ii. demonstrates **limited** awareness of the relationship between the art form and its context iii. demonstrates **limited** awareness of the links between the knowledge acquired and artwork created.
3–4	The student: i. demonstrates **adequate** awareness of the art form studied, including **adequate** use of appropriate language ii. demonstrates **adequate** awareness of the relationship between the art form and its context iii. demonstrates **adequate** awareness of the links between the knowledge acquired and artwork created.
5–6	The student: i. demonstrates **substantial** awareness of the art form studied, including **substantial** use of appropriate language ii. demonstrates **substantial** awareness of the relationship between the art form and its context iii. demonstrates **substantial** awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level descriptor
7–8	The student: i. demonstrates **excellent** awareness of the art form studied, including **excellent** use of appropriate language ii. demonstrates **excellent** awareness of the relationship between the art form and its context iii. demonstrates **excellent** awareness of the links between the knowledge acquired and artwork created.

Criterion B: Developing skills

Maximum: 8

At the end of year 1, students should be able to:

i.   demonstrate the acquisition and development of the skills and techniques of the art form studied

ii.   demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art.
3–4	The student: i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.
5–6	The student: i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art.
7–8	The student: i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

Maximum: 8

At the end of year 1, students should be able to:

i.   identify an artistic intention

ii.   identify alternatives and perspectives

iii.   demonstrate the exploration of ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies a **limited** artistic intention ii. identifies **limited** alternatives and perspectives iii. demonstrates **limited** exploration of ideas.
3–4	The student: i. identifies an **adequate** artistic intention ii. identifies **adequate** alternatives and perspectives iii. demonstrates **adequate** exploration of ideas.
5–6	The student: i. identifies a **substantial** artistic intention ii. identifies **substantial** alternatives and perspectives iii. demonstrates **substantial** exploration of ideas.
7–8	The student: i. identifies an **excellent** artistic intention ii. identifies **excellent** alternatives and perspectives iii. demonstrates **excellent** exploration of ideas.

Criterion D: Responding

Maximum: 8

At the end of year 1, students should be able to:

i.   identify connections between art forms, art and context, or art and prior learning

ii.   recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **limited** connections between art forms, art and context, or art and prior learning ii. demonstrates **limited** recognition that the world contains inspiration or influence for art iii. presents a **limited** evaluation of certain elements of artwork.
3–4	The student: i. identifies **adequate** connections between art forms, art and context, or art and prior learning ii. demonstrates **adequate** recognition that the world contains inspiration or influence for art iii. presents an **adequate** evaluation of certain elements of artwork.
5–6	The student: i. identifies **substantial** connections between art forms, art and context, or art and prior learning ii. demonstrates **substantial** recognition that the world contains inspiration or influence for art iii. presents a **substantial** evaluation of certain elements of artwork.
7–8	The student: i. identifies **excellent** connections between art forms, art and context, or art and prior learning ii. demonstrates **excellent** recognition that the world contains inspiration or influence for art iii. presents an **excellent** evaluation of certain elements or principles of artwork.

PHYSICAL AND HEALTH EDUCATION

Physical and Health Education

"Physical Fitness in not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity".   J.F. Kennedy

It is important that students come to class on time and prepared with proper indoor/outdoor footwear as well as athletic clothing such as t-shirt, shorts, track pants, yoga/exercise pants. Boots and jeans are not appropriate.

During the year the following physical and health education topics will be taught:

- Introduction to Health education and Fitness
- Introduction to Touch Football
- KIN ball
- Introduction to Basketball
- Introduction to Orienteering
- Aesthetic activities (dance, yoga, introduction to gymnastics)
- Badminton
- Introduction to Ultimate Frisbee
- Introduction to Bandy/Floor Hockey
- Introduction to Baseball

Assessment
The assessment for PHE in the MYP is criterion-related, based on four equally weighted assessment criteria.

Criterion A: Knowing and understanding - Maximum 8
Throughout year 1, students should be able to outline physical health education related factual, procedural and conceptual knowledge, identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations, and apply physical sport and health terminology to communicate understanding. Written assignments are often used in Criteria A. Assessment of this objective should be completed using oral presentations or written assignments.

Criterion B: Planning for Performance - Maximum 8
During year 1, students should be able to construct and outline a plan for improving health or physical activity as well as describe the effectiveness of their plan based on the outcome. This criterion will be assessed within units that require students to inquire and plan.

Criterion C: Applying and Performing - Maximum 8
At the end of year 1, students should be able to recall and apply a range of skills and techniques they have practiced, effectively recall and apply a range of strategies and movement concepts as well as recall and apply information to allow them to perform effectively.
Criterion C is assessed in performance/playing situations and could include developing skills such as accuracy, timing, coordination, efficiency, control, speed and the use of personal space and flow.

Criterion D: Reflecting and improving performance - Maximum 8
At the end of year 1 of the MYP, students should be able to identify and demonstrate strategies to enhance interpersonal skills, identify goals and apply strategies to enhance performance, describe and summarize their performance.
Criterion D is appropriate for assessing personal and social development in sports/ performance leadership.

Physical and health education assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   outline physical health education-related factual, procedural and conceptual knowledge

ii.   identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls some** physical health education factual, procedural conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.
3–4	The student: i. **recalls** physical health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues **and suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding **with limited success**.
5–6	The student: i. **states** physical health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding.

7–8	The student:
	i. **outlines** physical health education factual, procedural and conceptual knowledge
	ii. **identifies** physical and health education knowledge to **describe** issues **and solve** problems set in familiar and unfamiliar situations
	iii. **applies** physical and health terminology **consistently** to communicate understanding.

Notes for criterion A
•   Criterion A must be assessed in non-performance/non-playing situations.
•   Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum: 8

At the end of year 1, students should be able to:

i.   construct and outline a plan for improving health or physical activity

ii.   describe the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** plans for improving health or physical activity ii. **states** the effectiveness of a plan.
3–4	The student: i. **outlines a basic** plan for improving health or physical activity ii. **states** the effectiveness of a plan **based on the outcome**.
5–6	The student: i. **outlines** a plan for improving health or physical activity ii. **identifies** the effectiveness of a plan **based on the outcome**.
7–8	The student: i. **constructs** and **outlines** a plan for improving health or physical activity ii. **describes** the effectiveness of a plan **based on the outcome**.

Notes for criterion B
• Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems). • Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.) • In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

Criterion C: Applying and performing

Maximum: 8

At the end of year 1, students should be able to:

i. recall and apply a range of skills and techniques effectively

ii. recall and apply a range of strategies and movement concepts

iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls some** skills and techniques ii. **recalls some** strategies and movement concepts iii. **applies** information to perform with limited success.
3–4	The student: i. **recalls** skills and techniques ii. **recalls** strategies and movement concepts iii. **applies** information to perform.
5–6	The student: i. **recalls** and **applies** skills and techniques ii. **recalls** and **applies** a range of strategies and movement concepts iii. **applies** information to perform **effectively**.
7–8	The student: i. **recalls** and **applies a range** of skills and techniques ii. **recalls** and **applies a range** of strategies and movement concepts iii. **recalls** and **applies** information to perform **effectively**.

Notes for criterion C
• Criterion C must be assessed in **performance/playing situations**. • A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power. • A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations. • A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered. • Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 1, students should be able to:

i.   identify and demonstrate strategies to enhance interpersonal skills

ii.   identify goals and apply strategies to enhance performance

iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** a strategy to enhance interpersonal skills ii. **states** a goal to enhance performance iii. **describes** performance.
3–4	The student: i. **lists** strategies to enhance interpersonal skills ii. **states** a goal and **applies** strategies to enhance performance iii. **summarizes** performance.
5–6	The student: i. **identifies** strategies to enhance interpersonal skills ii. **lists** goals and **applies** strategies to enhance performance iii. **outlines** and **summarizes** performance.
7–8	The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **identifies** goals and **applies** strategies to enhance performance iii. **describes** and **summarizes** performance.

Notes for criterion D
•   Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.