



INTERNATIONAL
SCHOOL OF
BERGEN

Course Booklet

Grade 9 & 10

2017-2018



International School of Bergen

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Grade 9 & 10

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LANGUAGE AND LITERATURE

English Language and Literature

Grade 9

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

- Graphic Novel – *Frankenstein*: Working inter-disciplinarily with Performing Arts, students work with the graphic novel genre, setting, character, context and mood. Text: *Frankenstein – The graphic novel*.
- Fictional Biography – *Part-time Indian*: In this unit the students explore theme, genre, message and language, while also the plight of the Native American. Text: *The Absolutely True Diary of a Part-time Indian*.
- Novel - Myths, Legends and Fairytales: Students will carry out a study of different forms of text which we can decode and extract meaning from. They will investigate and discuss the topic of whether or not stories are purely for entertainment or if we can learn something from them. Texts: *The Whale Rider*, *The Alchemist*, extracts from *The Prophet*.
- World Literature – *The Good Earth*: Students get a taste for world literature through studying the novel *The Good Earth* by Nobel laureate in Literature, Pearl S. Buck.
- Screenplay - World War I: Students will study the consequences of trench warfare and general suffering in World War I through the eyes of both animals and humans. They will read a text from the perspective of a horse and they will read and analyze poetry written by soldiers with first-hand experiences of trench warfare. They will also carry out creative writing based on a picture from the Battle of Verdun. Texts: *The War Horse*, war poetry by Siegfried Sassoon and Wilfred Owen (*Norton Anthology*).

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format. Student 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 components – Analysing, Organizing, Producing text and Using Language. 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 put available on 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

English Language and Literature

Grade 10

During this year we will focus on both module and cross-curricular units of work in Language and Literature.

Units

- *Animal Farm* and *A Day in the Life of Ivan Denisovich*
Assessment Tasks: comparative literature essay, chapter adaptation.
- Harlem Renaissance poetry and *The Great Gatsby*
Assessment Tasks: poetry analyses, individual oral presentation, chapter summary and analyses
- Short Stories from the Asian Pacific Rim and elsewhere
Assessment Tasks: comparative essay using critical secondary literature, original work of short fiction, participation in writer's workshop
- *The Outsiders* and *Romeo and Juliet*
Assessment Tasks: Dramatic adaptation, and scene adaptation
- The Testimonial: *Reyita*
Assessment Tasks: Persuasive and analytical essays

Assessment

Criterion A: Analysing – Maximum 8

Assessed using and covers identifying and commenting upon significant aspects of the text and the creator's choices, justifying your opinions and ideas using explanations, examples and terminology, and identifying similarities and differences in features within and between texts.

Criterion B: Organising – Maximum 8

Measured by how students employ organizational structures that serve the context and intention, organize your opinions and ideas in a logical manner, and how you use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Producing Text – Maximum 8

Usually assessed based on students' production of texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process, making stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, and selecting relevant details and examples to support ideas.

Criterion D: Using Language – Maximum 8

Measures how students use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style, use correct grammar, syntax and punctuation, spell (alphabetic languages), write (character languages) and pronounce with accuracy, and use 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 is leveled up to a maximum of eight. 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's 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.

Grade 9

Unit 1: Modern times

Example of task: *study and conduct a presentation of how modern times constructed new concepts, make reference to a wide variety of text.*

- Criterion A - analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts, analyse the effects of the creator's choices on an audience, justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts.
- Criterion C - produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas.

Unit 2: Protagonist and antagonist in the borderland between the real and unreal

Example of task: *study and produce texts as examples of the unit title*

- Criterion B - employ organizational structures that serve the context and intention
- Criterion C - produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas.
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in a register and style that serve the context and intention

Unit 3: Rhetoric in text and context

Example of task: *study, produce and write rationale for persuasive texts*

- Criterion A - analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts, analyse the effects of the creator's choices on an audience, justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts
- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention
- Criterion D - using language - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style

Unit 4: Language in contextual change

Example of task: *study and conduct a presentation of the use of language in historic and current context.*

- Criterion A - analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts, analyse the effects of the creator's choices on an audience, justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts.
- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention.
- Criterion C - produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas.
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style.

Grade 10

Unit 1: Transport and reception of literature in local and global context

Example of task: *conduct a presentation of a close study of a literary text as literary conventions in historical and cultural context.*

- Criterion A - analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts, analyse the effects of the creator's choices on an audience, justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts
- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention
- Criterion C - produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression use appropriate non-verbal communication techniques

Unit 2: Language and text in context

Example of task: *produce a variety of texts and rationales for text form and use of language.*

- Criterion B - employ organizational structures that serve the context and intention organize opinions and ideas in a coherent and logical manner
- Criterion C - Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, select relevant details and examples to develop ideas.
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation, spell, write and pronounce with accuracy use appropriate non-verbal communication techniques

Unit 3: Media and communication

Example of task: conduct a presentation of a study of new forms of medium and texts as new forms of communication

- Criterion A - analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts, analyse the effects of the creator`s choices on an audience, justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts
- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention, produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas
- Criterion D - using language - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style use appropriate non-verbal communication techniques

Unit 4: The role of literature in society

Example of task: *written and oral presentation of literature studies in a historical context.*

- Criterion A - analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts, analyse the effects of the creator`s choices on an audience, justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts
- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention, produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop idea
- Criterion C - produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas.
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation, spell, write and pronounce with accuracy use appropriate non-verbal communication techniques

Language and literature assessment criteria: Year 5

Criterion A: Analysing

Maximum: 8

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

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3–4	The student: <ol style="list-style-type: none"> i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses the effects of the creator’s choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

Criterion B: Organizing

Maximum: 8

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

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and 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: <ol style="list-style-type: none"> 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 coherence and 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: <ol style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and 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: <ol style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and 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: <ol style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and 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 5, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on 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 develop ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on 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 develop ideas.
3–4	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5–6	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on 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 develop ideas.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="501 344 1348 479">i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas<li data-bbox="501 495 1348 555">ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience<li data-bbox="501 571 1348 631">iii. selects extensive relevant details and examples to develop ideas with precision.

Criterion D: Using language

Maximum: 8

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

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="499 342 1326 409">i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression<li data-bbox="499 421 1326 488">ii. writes and speaks in a consistently appropriate register and style that serve the context and intention<li data-bbox="499 499 1326 566">iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective<li data-bbox="499 577 1326 645">iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective<li data-bbox="499 656 1326 723">v. makes effective use of appropriate non-verbal communication techniques.

LANGUAGE ACQUISITION

Norwegian Language Acquisition

Grade 8/9

In grade 8 and 9 this year, the following units will be taught:

- Everyday life - phase 1
- News - phases 2-6
- Who we are - all phases
- Folk tales - all phases
- Syntax and grammar - all phases

Grade 10

In grade 10 this year, the following units will be taught:

- Everyday life - phase 1
- News and views 2-6
- Biographies - all phases
- Fairytales - all phases
- Stories of war - 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 are ideally taught in groups of a similar phase. In order to facilitate this, grade 8 and 9 students are combined.

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 ongoing 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 or a clip from TV and the students answer questions either spoken or written. Phases 1-3 can answer questions in Norwegian or 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

This criterion will be assessed together with criteria A and B.

Criterion D: Using language in a spoken and written form- Maximum 8

This will be assessed in an interactive oral task or a written task.

LANGUAGE ACQUISITION

French Language Acquisition

Grade 9

In grade 9 this year we will use the book Expo 3, the following units will be taught:

- My life and my future - all phase
- Health and hobbies - all phases
- Once upon the time - all phases
- The secrets of Normandy - all phases

We also work on syntax and grammar ongoing - all phases

Grade 10

In grade 10 this year we will use the book Metropolitan, and the following units will be taught:

- Everyday life - all phase
- School, future plans and work life - all phases
- Travel and lifestyle in France-all phases
- News and environmental problems- all phases

We also work on syntax, grammar and vocabulary 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 group 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.

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 will the student show the use of 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	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. shows excellent understanding of messages, main ideas and supporting detailsii. has excellent awareness of basic conventionsiii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, main ideas and supporting details, and draws conclusionsii. clearly recognizes basic conventions including aspects of format and style, and author’s purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="427 376 1364 443">i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text<li data-bbox="427 461 1364 495">ii. interacts confidently in basic structured exchanges<li data-bbox="427 512 1364 580">iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples<li data-bbox="427 598 1364 631">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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="427 383 1364 517">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<li data-bbox="427 539 1364 629">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<li data-bbox="427 651 1364 685">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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="427 383 1356 450">i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions<li data-bbox="427 465 1356 533">ii. clearly understands basic conventions including aspects of format and style, and author’s purpose for writing<li data-bbox="427 548 1356 651">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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="427 383 1366 517">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 <li data-bbox="427 539 1366 595">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 <li data-bbox="427 618 1366 651">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	<p>The student:</p> <ol style="list-style-type: none"> 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.. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. evaluates thoroughly and draws conclusions from information, main ideas and supporting detailsii. interprets the author's choice of style, format and ideas to suit an intended audience and purposeiii. 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<p>The student:</p> <ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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

Grade 9

During this year we will do four units of work in Humanities. These units will be from the following list:

- World War 1 – *A study covering Identities and Relationships, causes and consequences and the formation of alliances, military cultural and economic development.*
- Revolution – *How societies can adopt, adapt or resist significant ideas through the study of the French Revolution.*
- Industrialisation – *Scientific and technical innovations and addressing the question: To what extent can progress be said to be universal? We will also be looking at the effects of urbanization and our ability to feed ourselves. This will be covered by farming practices and local, national and international agreements and organizations.*
- Human Rights/Je suis Charlie – *A study of how Human Rights of the individual can be protected and nurtured in a global, democratic society. Students will investigate and discuss how it is possible to secure and protect individuals without compromising basic Human Rights. They will also investigate and discuss the current world climate and set acts of terrorism into a relevant context.*

Grade 10

During this year we will do between five and six units of work in Humanities. These units will be from the following list:

- Russian Revolution
Assessment task: Role play, debate, poster
- Authoritarian and Single Party States
Assessment task: Multi-media report and analysis, OPVL Chart
- The Interwar Period
Assessment task: Essay
- World War II
Assessment task: Research Essay, OPVL Chart
- Origins of Arab-Israeli Conflict
Assessment task: Map of the shifting patterns of control of the land west of the Jordan River from 1947 to the present tell that story

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
- 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 put 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 5

Criterion A: Knowing and understanding

Maximum: 8

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

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed 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: <ol style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3–4	The student: <ol style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5–6	The student: <ol style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

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

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate 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: <ol style="list-style-type: none"> i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the research question iv. makes a limited evaluation of the process and results of the investigation.
3–4	The student: <ol style="list-style-type: none"> i. formulates a research question that is clear and focused and describes its relevance in detail ii. formulates and somewhat follows a partial action plan to investigate a research question iii. uses a research method(s) to collect and record mostly relevant information iv. evaluates some aspects of the process and results of the investigation.
5–6	The student: <ol style="list-style-type: none"> i. formulates a clear and focused research question and explains its relevance ii. formulates and follows a substantial action plan to investigate a research question iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation.
7–8	The student: <ol style="list-style-type: none"> i. formulates a clear and focused research question and justifies its relevance ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the investigation process and results.

Criterion C: Communicating

Maximum: 8

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

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way.
3–4	The student: <ol style="list-style-type: none"> i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention.
5–6	The student: <ol style="list-style-type: none"> i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention.
7–8	The student: <ol style="list-style-type: none"> i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention.

Criterion D: Thinking critically

Maximum: 8

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

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives 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: <ol style="list-style-type: none"> i. analyses concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation iv. identifies different perspectives and minimal implications.
3–4	The student: <ol style="list-style-type: none"> i. analyses concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations iv. interprets different perspectives and some of their implications.
5–6	The student: <ol style="list-style-type: none"> i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. interprets different perspectives and their implications.
7–8	The student: <ol style="list-style-type: none"> i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations iv. thoroughly interprets a range of different perspectives and their implications.

MATHEMATICS

Mathematics

MYP mathematics is largely based on inquiry where the approach to the subject is through practical work and exploration. In mathematics, a book is used as a resource in the classroom.

The content of mathematics in the MYP is streamlined into four major branches.

Grade 9

- Equivalence transformations, inequalities, non-linear inequalities
- Using patterns to work backwards, quadratic functions in 2D space, equivalent forms
- Algebraic fractions, equivalent methods, rational functions
- Using circle theorems, intersecting chords, problems involving triangles
- Finding patterns in sequences, making generalizations from a given pattern, arithmetic and geometric sequences
- Rational and irrational numbers, direct and indirect proportion, fractional exponents
- Working with sets of data, working with grouped data, histograms
- Currency conversion, absolute value, converting units and reasoning quantity

Grade 10

- Circle segments and sectors, volumes of 3D shapes, 3D orientation
- Right-angle triangles and trigonometric ratios, sine and cosine functions
- Scatter graphs and linear regression, drawing reasonable conclusions, data inferences
- Simple probability, probability systems, conditional probability
- Transforming functions, exponential functions
- Evaluating logarithms, transforming logarithmic functions, laws of logarithms (Extended only)
- The unit circle and trigonometric functions, sine and cosine rules, simple trigonometric identities (Extended only)

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 four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability). This assessment criterion is often summated in the form of chapter tests.

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 complex patterns, describe 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 each semester.

Mathematics assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 5, students should be able to:

- i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
- ii. **describe** patterns as general rules consistent with findings
- iii. **prove**, or **verify** and **justify**, general rules.

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: <ol style="list-style-type: none"> i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns.
3–4	The student is able to: <ol style="list-style-type: none"> i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest general rules consistent with findings.
5–6	The student is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. verify the validity of these general rules.
7–8	The student is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with correct findings iii. prove, or verify and justify, these general rules.

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 4 in year 5. However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 5, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

Criterion C: Communicating

Maximum: 8

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

- i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. **use** appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. **communicate** complete, coherent and concise mathematical lines of reasoning
- v. **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: <ol style="list-style-type: none"> 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 interpret.
3–4	The student is able to: <ol style="list-style-type: none"> i. use some appropriate mathematical language ii. use appropriate forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are complete iv. adequately organize information using a logical structure.
5–6	The student is able to: <ol style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. usually move between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is usually organized using a logical structure.
7–8	The student is able to: <ol style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete, coherent and concise v. 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 5, 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. **justify** the degree of accuracy of a solution
- v. **justify** 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation iii. apply mathematical strategies to reach a solution to the authentic real-life situation iv. discuss whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: <ol style="list-style-type: none"> 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. explain the degree of accuracy of the solution v. explain whether the solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select appropriate 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. justify the degree of accuracy of the solution v. justify 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 préparés."

(In the fields of observation chance favours only the prepared mind.) - Louis Pasteur (7 December 1854)

During this year the following topics will be taught:

Grade 9 / 10

- Hydrodynamics (LEGO League) and human usage of Water
- Periodic table and Atomic structure
- Chemical analysis and Inorganic chemistry
- Transfer of Energy
- Radioactivity
- Properties of Light
- Organic chemistry - Hydrocarbons, Polymers, Organic synthesis
- Biotechnology and bioethics
- Microbiology

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.

- *Assessment tasks:* This objective must be assessed using tests or exams.

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. Using their background knowledge to develop a reason based hypothesis, set the variables for their investigation and also ascertain the units of measurement for their data.

- *Assessment task:* Lab report with a clear aim of their investigation, a hypothesis and tables and other organisers to collect the data, and skills to put together a safe and effective laboratory technique to carry out the experiment. These form the strands of assessment B

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. Students are expected to use various graphing techniques to interpret their data and draw scientific conclusions from them.

- *Assessment task:* Lab report (most of the time this is a continuation of the lab report under criterion B) with data processing, conclusion and reflection.

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 effective communication techniques in the Sciences. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

- *Assessment Task:* The tasks used to assess this criterion will be essays on prescribed topics, or presentations made by students individually or in groups using varied media like power point, videos or posters.

Sciences assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. state scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. interpret information to make judgments.
3–4	The student is able to: <ol style="list-style-type: none"> i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. interpret information to make scientifically supported judgments.
5–6	The student is able to: <ol style="list-style-type: none"> i. describe 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. analyse information to make scientifically supported judgments.
7–8	The student is able to: <ol style="list-style-type: none"> i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments.

Criterion B: Inquiring and designing

Maximum: 8

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

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis iii. outline the variables iv. design a method, with limited success.
3–4	The student is able to: <ol style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how relevant 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: <ol style="list-style-type: none"> i. describe a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using scientific reasoning iii. describe how to manipulate the variables, and describe how sufficient, 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: <ol style="list-style-type: none"> i. explain a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using correct scientific reasoning iii. explain how to manipulate the variables, and explain 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 5, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. collect and present data in numerical and/or visual forms ii. interpret data iii. state the validity of a hypothesis 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.
3–4	The student is able to: <ol style="list-style-type: none"> i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and explain results iii. outline the validity of a hypothesis 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.
5–6	The student is able to: <ol style="list-style-type: none"> i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and explain results using scientific reasoning iii. discuss the validity of a hypothesis 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.

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize, transform and present data in numerical and/or visual forms ii. accurately interpret data and explain results using correct scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation iv. evaluate the validity of the method based on the outcome of a scientific investigation v. explain 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 5, students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of using science and its application to solve 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 identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> 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. apply scientific language to communicate understanding but does so with limited success iv. document sources, with limited success.
3–4	The student is able to: <ol style="list-style-type: none"> i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application 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: <ol style="list-style-type: none"> i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss the implications of using science and its application 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.

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate 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

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.

Grade 9

- Hydro Technology (Lego League)
 - Statement of inquiry: *Interdisciplinary between Maths, Science and Design*
 - Global context: *Personal and Cultural Expression*
- Apps and Web Design
 - Statement of inquiry: *Apps can be developed as innovative tools to access information about a particular situation.*
 - Global context: *Orientation in space and time*

Grade 10

- Redesign
 - Statement of inquiry: *Redesign can change the purpose of an object and its level of inclusion.*
 - Global context: *Globalization and sustainability*
- Form and function
 - Statement of inquiry: *In design there is a relationship between aesthetics, form and function.*
 - Global context: *Scientific and technical innovation.*

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 5

Criterion A: Inquiring and analysing

Maximum: 8

Students identify the need for a solution to a problem. At the end of year 5, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis 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: <ol style="list-style-type: none"> i. states the need for a solution to a problem for a specified client/target audience ii. develops a basic design brief, which states the findings of relevant research.
3–4	The student: <ol style="list-style-type: none"> i. outlines the need for a solution to a problem for a specified client/target audience ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses one existing product that inspires a solution to the problem iv. develops a design brief, which outlines the analysis of relevant research.
5–6	The student: <ol style="list-style-type: none"> i. explains the need for a solution to a problem for a specified client/target audience ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses a range of existing products that inspire a solution to the problem iv. develops a design brief, which explains the analysis of relevant research.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="501 342 1351 409">i. explains and justifies the need for a solution to a problem for a client/target audience<li data-bbox="501 421 1351 521">ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently<li data-bbox="501 533 1351 600">iii. analyses a range of existing products that inspire a solution to the problem in detail<li data-bbox="501 611 1351 678">iv. develops a detailed design brief, which summarizes the analysis of relevant research.

Criterion B: Developing ideas

Maximum: 8

Students develop a solution. At the end of year 5, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of 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: <ol style="list-style-type: none"> i. lists some basic design specifications for the design of a solution ii. presents one design, which can be interpreted by others iii. creates incomplete planning drawings/diagrams.
3–4	The student: <ol style="list-style-type: none"> i. lists some design specifications, which relate to the success criteria for the design of a solution ii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others iii. justifies the selection of the chosen design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.
5–6	The student: <ol style="list-style-type: none"> i. develops design specifications, which outline the success criteria for the design of a solution ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others iii. presents the chosen design and justifies its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="501 344 1326 409">i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research<li data-bbox="501 421 1337 521">ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others<li data-bbox="501 533 1350 598">iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification<li data-bbox="501 609 1278 674">iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

Students create a solution. At the end of year 5, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, 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
- iv. fully justify changes made to the chosen design and plan when making the solution
 - a. 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design and plan when making the solution.
5–6	The student: <ol style="list-style-type: none"> i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow 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. describes changes made to the chosen design and plan when making the solution.
7–8	The student: <ol style="list-style-type: none"> i. constructs a detailed and logical plan, which describes the efficient use of time and resources, 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. fully justifies changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Maximum: 8

Students evaluate the solution. At the end of year 5, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain 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: <ol style="list-style-type: none"> i. designs a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3–4	The student: <ol style="list-style-type: none"> i. designs a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.
5–6	The student: <ol style="list-style-type: none"> i. designs relevant testing methods, which generate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on relevant product testing iii. describes how the solution could be improved iv. explains the impact of the solution on the client/target audience, with guidance.
7–8	The student: <ol style="list-style-type: none"> i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the product on the client/target audience.

Notes for criterion A

- When developing the design brief, students should concisely summarize only the useful and relevant information they have found through their research. They will present this information in their own words. Students should not copy and paste information from sources without analysis or indicating relevance.

Notes for criterion B

- In MYP design, a feasible idea is one that the student can create within the allocated time with the tools and facilities available to them.
- Examples of “planning drawings/diagrams” for digital design solutions include website navigation maps, interface layout—aesthetic considerations (websites), detailed sketches (graphic design), detailed storyboards (video editing and animations), and so on.
- Examples of “planning drawings/diagrams” for product design solutions include scale drawing with measurements (orthographic), part and assembly drawings, exploded drawings, recipes, cutting plans, and so on.

Notes for criterion C

- When changes have been made to the solution, students must describe and justify each change. If there are no changes to the plan, students are not required to describe or justify any changes.
- **Technical skills:** A student’s level of technical skill can be determined using the following two factors:
 - the complexity of skill demonstrated
 - the level of guidance needed from the teacher to complete the task.

The teacher should determine an age-appropriate level of technical skill demonstrated by the student using a “best-fit” approach. A clarification is detailed below.

Minimal technical skills: Simple skills are demonstrated and the student requires a great deal of assistance after they have received initial instruction on how to use tools.

Satisfactory technical skills: Simple and complex skills are demonstrated and the student requires some assistance after they have received initial instruction on how to use complex tools.

Competent technical skills: Complex skills are demonstrated and the student generally works independently, requiring some guidance after initial instruction.

Excellent technical skills: A wide range of complex skills are demonstrated and the student works independently, requiring minimal guidance after initial instruction.

Notes for criterion D

- **Product testing:** This is a stage in the design process where versions of products (for example, prototypes) are tested against the design need (specification), applied to the context and presented to the end-user or target audience. These tests may include the collection and analysis of data. Types of testing include **user trial and observation:** (usability and intuitiveness), **field/performance test:** (functionality and performance), **expert appraisal:** (beta testing, consumer testing)
- **Authentic tests:** The tests are relevant to the project and are completed by appropriate testers to gain high-quality quantitative and qualitative feedback.

ARTS

Visual Arts

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

These units are;

Grade 9

- Buildings: *printmaking/ drawing*
- Portraits and identity: painting
- Art History

Grade 10

- Oil Painting
- Street Art
- Installation

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 Its learning along with the learning objectives for each unit.

Criterion A: Knowledge and Understanding – Maximum 8

Usually assessed through written pieces of research work, either in the arts process journals or through specific assignments. However it can also be assessed through oral presentations, or discussions with students. Students also need to state what they have taken from their research into their final artwork.

Criterion B: Art-specific skills – Maximum 8

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

Criterion C: Thinking creatively – Maximum 8

Measured through the planning of ideas, the student`s artistic intent, ongoing reflections in arts process journals, as well as the processes students use to create art.

Criterion D: Responding – Maximum 8

Measures students` 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

Grade 9

- Sound and staging
- The Gothic, stage production of Frankenstein

Two main Units are far more extensive and go into greater depth than a typical Unit in Grades 6-8. Using improvisation and devising as the key tools we will look at a narrative that explores a range of issues through the mediums of Performing Arts to gain a deeper understanding of these issues. At the same time an appreciation of the art forms will be developed and a range of specific skills related to the art forms will be explored and mastered in each Unit.

The Performing Arts skills of stage design, media communication, costume design and acting are explored in the student productions in both units.

Grade 10

- Performance Art. What is it?
- Theatre of the Absurd
- Video Essay
- Romeo and Juliet

In the Performance Art Unit we look at various forms of contemporary performance artists, some of which have performed at MOMA. Students will apply knowledge of skills and techniques in constructing their own performance. In the remaining units students will apply concepts such as: composition, narrative, genre and structure to gain knowledge on a form of performance art, then apply key research and performance skills to demonstrate their ability to respond and think creatively.

Students are encouraged to take charge of the content of their work and research and are responsible for managing their work and the creative process.

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 however a Process Journal documenting all aspects of the unit will form an integral part of the assessment.

Criterion A: Knowledge and Understanding - Maximum 8

Students should be able to demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology as well as understanding of the role of the art form in original or displaced contexts. In addition, students should use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

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

Criterion C: Thinking Creatively - Maximum 8

Students should be able to develop a feasible, clear, imaginative and coherent artistic intention. Students should also be able to demonstrate a range and depth of creative-thinking behaviours, including the exploration of ideas to shape artistic intention through to a point of realization.

Criterion D: Responding - Maximum 8

Students should be able to construct meaning and transfer learning to new settings, create an artistic response that intends to reflect or impact on the world around them and critique the artwork of self and others.

Arts assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology ii. demonstrates limited understanding of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3–4	The student: <ol style="list-style-type: none"> i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5–6	The student: <ol style="list-style-type: none"> i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="497 344 1286 450">i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology<li data-bbox="497 456 1286 524">ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts<li data-bbox="497 530 1286 598">iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B: Developing skills

Maximum: 8

At the end of year 5, 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 5, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent ii. demonstrates a limited range or depth of creative-thinking behaviours iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3–4	The student: <ol style="list-style-type: none"> i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent ii. demonstrates an adequate range and depth of creative-thinking behaviours iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5–6	The student: <ol style="list-style-type: none"> i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent ii. demonstrates a substantial range and depth of creative-thinking behaviours iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7–8	The student: <ol style="list-style-type: none"> i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ii. demonstrates an excellent range and depth of creative-thinking behaviours iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

Criterion D: Responding

Maximum: 8

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

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. constructs limited meaning and may transfer learning to new settings ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her iii. presents a limited critique of the artwork of self and others.
3–4	The student: <ol style="list-style-type: none"> i. constructs adequate meaning and occasionally transfers learning to new settings ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her iii. presents an adequate critique of the artwork of self and others.
5–6	The student: <ol style="list-style-type: none"> i. constructs appropriate meaning and regularly transfers learning to new settings ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her iii. presents a substantial critique of the artwork of self and others.
7–8	The student: <ol style="list-style-type: none"> i. constructs meaning with depth and insight and effectively transfers learning to new settings ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her iii. presents an excellent critique of the artwork of self and others.

PHYSICAL AND HEALTH EDUCATION

Physical and Health Education

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

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

Grade 9

- Health education and Fitness training
- Cross country running and Relay
- Baseball
- Orienteering
- Soccer
- Badminton
- Volleyball
- Basketball
- Handball
- Ultimate Frisbee

*Outdoor Education and Ski trips to Voss are biannual and usually alternate every second year between international school trips.

Grade 10

- Health education and stretching
- Fitness Training and use of Fitness Center
- Canoeing and Kayaking
- Badminton
- Cycling basics and maintenance
- Skiing (either Cross Country or Alpine)
- Badminton
- Ultimate Frisbee / Disk Golf
- Orienteering
- American Football

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

During year 4/5, students should be able to formally 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.

Assessment of this objective is often done using oral presentations or written assignments.

Criterion B: Planning for Performance - Maximum 8

During year 4/5, students should be able to construct and outline a plan for improving health or physical activity as well as describe and reflect on the effectiveness of their plan based on the outcome. This criterion will be assessed within units that require students to inquire and plan using written assignments.

Criterion C: Applying and Performing - Maximum 8

During year 4/5 students should be able to recall, apply and demonstrate a broad 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 perform movements and skills effectively.

Criterion C is usually assessed in performance/playing situations and could include 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 4/5, students should be able to identify and demonstrate a wide range of strategies that enhance interpersonal skills, identify goals and improve performance. Students should be able to formally describe and summarize their performance outcomes.

Criterion D is appropriate for assessing personal and social development in sports/ performance leadership and is often done using oral presentations or written reflective assignments.

Physical and health education assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively 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: <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
3-4	The student: <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5-6	The student: <ol style="list-style-type: none"> i. identifies physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

7-8	<p>The student:</p> <ol style="list-style-type: none">i. explains physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situationsiii. applies physical and health terminology consistently and effectively to communicate understanding.
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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 5, students should be able to:

- i. design, explain and justify plans to improve physical performance and health
- ii. analyse and evaluate 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: <ol style="list-style-type: none"> i. constructs and outlines a plan to improve physical performance or health ii. outlines the effectiveness of a plan based on the outcome.
3–4	The student: <ol style="list-style-type: none"> i. constructs and describes a plan to improve physical performance or health ii. explains the effectiveness of a plan based on the outcome.
5–6	The student: <ol style="list-style-type: none"> i. designs and explains a plan to improve physical performance or health ii. analyses the effectiveness of a plan based on the outcome.
7–8	The student: <ol style="list-style-type: none"> i. designs, explains and justifies a plan to improve physical performance or health ii. analyses and evaluates 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 5, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyse 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: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. recalls information to perform.
3–4	The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform.
5–6	The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. analyses and applies information to perform.
7–8	The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of complex skills and techniques ii. demonstrates and applies a range of complex strategies and movement concepts iii. analyses 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 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
3–4	The student: <ol style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. describes and summarizes performance.
5–6	The student: <ol style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. explains goals and applies strategies to enhance performance iii. explains and evaluates performance.
7–8	The student: <ol style="list-style-type: none"> i. explains and demonstrates strategies to enhance interpersonal skills ii. develops goals and applies strategies to enhance performance iii. analyses and evaluates performance.

Notes for criterion D

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

INTERDISCIPLINARY UNITS

Interdisciplinary Teaching and Learning

One of the key features of the MYP is its focus on interdisciplinary teaching and learning. This is beneficial to students as it allows them to use knowledge to foster new understandings, develops flexible thinking, develops collaboration and teamwork and gives them a holistic approach to studying real-life issues and ideas.

Students demonstrate interdisciplinary learning when they bring together concepts or knowledge from several subjects (disciplines) to show new understandings or solutions that would have not been possible through the study of a single subject.

From this school year each year group will complete one interdisciplinary project each year. As we are still in the developmental phase of creating these units, then in some years, students may experience more than one interdisciplinary unit of work in a school year.

The units of work planned for 2017-2018 are:

Grade	Unit and summary	Subjects	Global context
6	Astronomy - creating a new society after a meteor	Science, Math, PE, PA, Integrated Humanities	Scientific and Technical innovation
8	Tourism - report writing about the effects of tourism in Bergen	Integrated Humanities, English, Math	Globalization and sustainability
9	Form and Time - A conceptual unit that develops student understanding of how things are shaped by the times that they are created in.	Science, French, Language and Literature, English Language and Literature	Personal and cultural expression
	Sustainability - a unit on waste and recycled materials, encouraging students to create and present fashion items made from recycled materials.	Visual Art, Performing Art, Design	Globalization and sustainability
10	Authoritarianism and Single-Party states	Integrated Humanities, English Language and Literature	Personal and cultural expression

The final pieces of work produced by students for these units will be assessed using specific interdisciplinary assessment criteria and these are: *criterion A - Disciplinary grounding, criterion B - Synthesizing, criterion C - Communicating, criterion D - Reflecting.*

These assessment criteria are differentiated for grade 6, grades 7 and 8, and grades 9 and 10, and the achievement levels for these will most likely be recorded on the June report cards.

