



Hunter Valley
Grammar School

YEAR 7 | 2022

Curriculum Guide



Our ethos:

We are a vibrant blend of courage, culture, innovation and curiosity. We act with passion and purpose and celebrate each student as a unique individual.

Central to the Hunter Valley Grammar School experience is a deep sense of care and compassion, it's what makes us different. It sets us apart. We unashamedly believe that an optimistic, healthy learning environment is the catalyst for lifelong learning.

We know that when the right learning environment exists, children feel safe to challenge and question the world around them and participate in all aspects of school life.

Values For Life

Hunter Valley Grammar School is committed to the following core values:



Hunter Valley
Grammar School

• Responsibility •

We are able to be trusted to do what is right. We can be relied upon to do the things that are expected of us. We strive for personal excellence in any endeavour. We take care of our self, fellow students and our School. We are accountable for our own behaviours.

• Integrity •

We are consistently fair and honest. We are reliable and trustworthy. We are loyal to our personal values and our family values. We abide by the School's values and code of behaviour. We are morally strong.

• Respect •

We act in a way which shows that we are aware of other people's feelings, wishes and rights. We treat other people properly. We are thoughtful and considerate of other people, our School environment and general property. We have self-respect behaving with honour and dignity.

• Citizenship •

We are a responsible member of our own local community and the community of HVGS. We behave in a courteous and polite way to all other people who work and learn at HVGS and to visitors. We care for our environment.

• Courage •

We are prepared to do the right thing even when you know it is difficult or trying. We persevere when facing a challenge, fear, or problem. We embrace opportunities and try our best to make a valuable contribution. We have the confidence to act in accordance with our own beliefs.

• Compassion •

We help someone who is not well, is hurting or who is in trouble. We have awareness of the needs of others and we want to help other people in their time of need. We are aware that we depend upon each other. We act with kindness, forgiveness and empathy.

• Optimism •

We are hopeful, cheerful and buoyant. We see the positive side of things, and encourage others to do the same. We believe that good things will happen in the future. We have faith that if we plan well and prepare thoughtfully, positive things will occur.

• Gratitude •

We are thankful for our family and friends, our school and country, knowing that not everybody is as fortunate as we are. We express our gratitude in the manner we relate to others and care for our environment. We look for opportunities to serve others and make a difference in the global community.

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Welcome to the Middle Years Programme

Hunter Valley Grammar School is committed to the delivery of a broad and balanced curriculum with the aim of developing well-rounded and internationally minded young people who can make an active contribution to their world. We embrace the educational philosophy and framework of the International Baccalaureate (IB) in all programmes we offer.

This booklet contains course information for Year 7. The middle years of schooling form a critical stage in the education of all students, requiring a focus on how individuals learn and developing a strong sense of connectedness and wellbeing. The IB MYP provides HVGS with a robust educational framework that puts the student at the centre of their learning, focusing on their holistic development as individuals. In the middle years of schooling, we aim to provide young people with a broad and holistic range of learning experiences, allowing them to develop effective life-long learning habits which set them up for further specialisation at a senior school level and beyond.

All students are encouraged to remain involved in the broader life of the School and parents are encouraged to support them in maintaining a sensible balance between academic learning, co-curricular activities and service-learning. The School has a wide range of cultural and sporting activities on offer and research indicates that students who remain involved in these varied activities typically end up the most successful, both in life and in their schoolwork.

As students move through the middle-years they will also have the opportunity to explore work experience, receive careers advice and develop an understanding of their own strengths, interests and weaknesses. This information and experience can assist directly with defining future possibilities.

Students have many services and staff members who they can draw from to guide them through their Middle Years Programme experience. Students can seek guidance from their Mentor, who they spend time with each morning. Students and parents also have access to classroom teachers, Heads of Faculty, the Head of Stage 4, Head of Year 7, our Futures and Careers Counsellor plus the Director of IB Programmes to offer advice and assistance regarding a student's development or future pathway.

We look forward to supporting your children in their development as they thrive in the middle years.

International Baccalaureate Middle Years Programme

Students in Years 7-10 will undertake their schooling, at Hunter Valley Grammar School, within the framework of the International Baccalaureate Middle Years Programme.

We believe that the IB Educational Philosophy encompasses our values and vision for the development of our students into "inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (Source: MYP: From Principles into Practice 2014)

This philosophy is expressed through all aspects of the Middle Years Programme:

- The IB Learner Profile
- Conceptual Understanding
- Teaching and Learning in Context
- Approaches to Learning
- Service as Action (Community Service)
- Interdisciplinary Learning



The IB Learner Profile

The attributes embodied in the Learner Profile "represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them." (Source: MYP: From Principles into Practice 2014).

| | |
|---------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

Conceptual Understanding

A concept is a big idea - a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998).

Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalisations that students can use to understand the world and to succeed in further study and in life beyond school.

The exploration and re-exploration of concepts lead students towards:

- Deeper understanding of the subject
- Appreciation of ideas that transcend disciplinary boundaries
- Engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson 2008)

The MYP framework uses two kinds of concepts.

1. **Key concepts** - are broad, organising, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

| | | | |
|-------------|---------------------|---------------|-----------------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Systems | Time, place and space |

2. **Related concepts** - are grounded in specific disciplines, explore key concepts in greater detail, providing depth to the program. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Teaching and Learning in Context

Teaching and learning in the MYP involves understanding concepts in context.

"The heart of contextual teaching and learning is the connection that leads to meaning. When young people can connect the content of an academic subject with their own experience, they discover meaning, and meaning gives them a reason for learning. Connecting learning to one's life makes studies come alive." (*Johnson 2002*).

Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme.

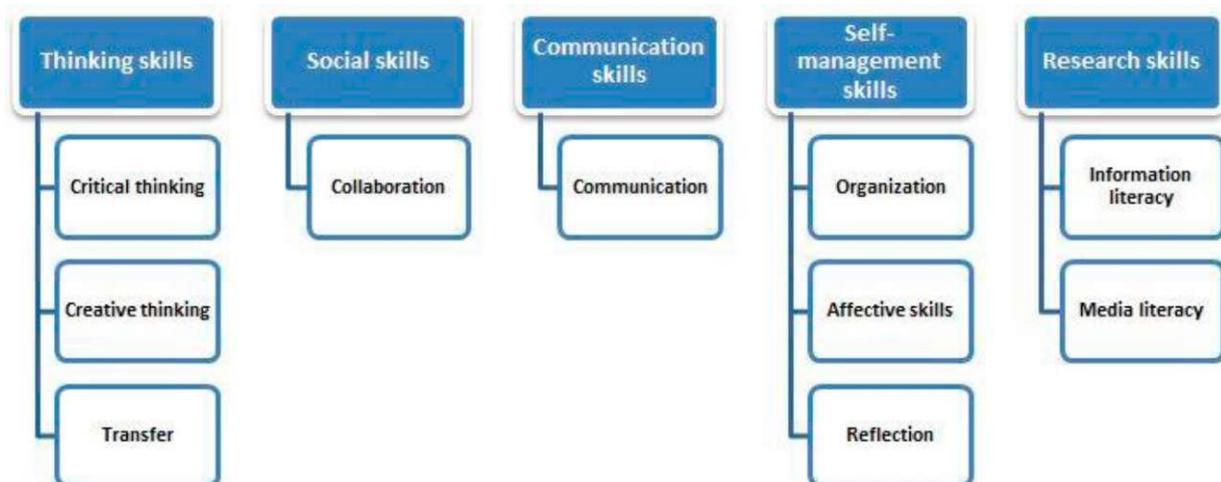
The MYP identifies six global contexts for teaching and learning:

1. Identities and Relationships - Who we are
2. Orientation in Space and Time - Where we are in place and time
3. Personal and Cultural Expression - How we express ourselves
4. Scientific and Technical Innovation - How the world works
5. Globalisation and Sustainability - How we organise ourselves
6. Fairness and Development - Sharing the planet

Approaches to Learning (ATL)

Through ATL in MYP teaching programs, students develop curriculum relevant skills that help them 'learn how to learn', and importantly, to evaluate the effectiveness of their learning.

- ATL skills provide a solid foundation for learning independently and with others.
- ATL skills also provide a common language that students and teachers can use to reflect on, and articulate their processes of learning.
- IB programmes identify **5 ATL skill categories**, (expanded into developmental skill clusters).



Service as Action (Community Service)

Hunter Valley Grammar School requires students to become engaged in their local and global communities through service-learning. Students experience service-learning opportunities through their academic subjects as well as co-curricular opportunities. This gives students both the background - the 'why' - as well as the means - the 'how' - for undertaking service to others and the environment – Awareness to Action. Students will engage in service as an individual, as part of a small group and as a longer-term project during Year 8, providing multiple opportunities for development in this area.

The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action.

Within the MYP Service as Action model, our students are encouraged to:

- Become more aware of their own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student-initiated activities
- Persevere in action
- Work collaboratively with others
- Develop international mindedness through global engagement, multilingualism and intercultural understanding
- Consider the ethical implications of their actions.

Interdisciplinary Learning

A vital component of learning in the middle years is opportunities for interdisciplinary learning: activities or learning sequences that require students to combine knowledge, skills and understanding from different disciplines to solve problems or create new knowledge. "An ever- changing world also demands education that empowers people to integrate disciplines in novel and creative ways. As knowledge and information multiply, critical thinkers must successfully integrate disciplinary perspectives to understand complex issues and ideas" (From *Fostering Interdisciplinary Teaching & Learning in the MYP, 2015.*)

At Hunter Valley Grammar School, this is achieved in a number of ways. Students are introduced to this style of learning in a specific course named Interdisciplinary Studies during Years 7 & 8. This course engages students in inquiry projects that take in STEM, the Humanities and service-learning.

MYP Personal Project

Starting in Year 9 and finishing mid-way through Year 10, all students engage in a Personal Project: an independent, extended research project exploring an area of personal interest. An Exhibition of these projects provides an opportunity for the students to display their work and for the school to celebrate the achievements of the Year 10 students. The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights to develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time communicate effectively in a variety of situations and demonstrate responsible action through learning, and appreciate the process of learning, taking pride in their accomplishments

Academic Subjects

The NSW Education Standards Authority has the responsibility for curriculum development within the State and as such has a duty through its Subject Advisory committees for the ongoing development of subject syllabuses.

The curriculum for Secondary education in Stages 4 and 5 is based upon eight Key Learning Areas:

- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE)
- Languages other than English
- Technological and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

Each of these subjects and their curriculum fit within the MYP framework of 8 subject areas.

Alignment of MYP Subject Areas with NESA Key Learning Areas

| IB MYP Subject Areas | NESA Learning Areas |
|-------------------------------|------------------------------|
| Language and Literature | English |
| Mathematics | Mathematics |
| Sciences | Science |
| Individuals and Societies | HSIE - History and Geography |
| Physical and Health Education | PDHPE |
| Language Acquisition | Languages |
| Arts | Creative Arts |
| Design | Technologies |

Courses will warrant the awarding of an MYP Achievement Grade (1-7) as well as a NESA Grade (A-E). These courses therefore adhere to the procedures associated with the Stages 4 and 5 NESA mandatory requirements as well as the IB MYP achievement guidelines.

Co-curricular

It is a firm belief within the School that students should be exposed to a variety of educational experiences, encouraging all students to foster, develop and extend their potential in a variety of ways. Through participation in the School's Co-curricular and Outdoor Education Program, students gain enrichment from their experiences, a deeper appreciation of self, and newly learnt skills that will advantage them in a competitive and demanding world.

Co-Curricular Activities

There are a wide variety of co-curricular activities available through the School. A list of Secondary School co-curricular activities may be found in the Co-curricular Handbook (available on the School's website)

Outdoor Education/Year Camps

As a vital part of the School's Outdoor Education Curriculum, each student in Years 7 to 10 attends camp for one week. These camps are usually conducted during Term 1 at various venues, using professional staff to complement the guidance from HVGS staff.

Specially designed programs are organised for each camp in keeping with the aims and objectives of the School's Outdoor Education program. In essence, the camps provide students with the opportunity to experience different outdoor environments and pursuits (camping, bushwalking, canoeing, abseiling, rock climbing, archery, etc.) as a vehicle for developing new outdoor skills, teamwork, initiative, self-confidence and leadership skills.

Academic Engagement

Hunter Valley Grammar School students are expected to approach their academic work with genuine and purposeful effort in every lesson. Students should endeavour to demonstrate our School values of responsibility, respect and integrity in all academic lessons.

Academic effort is not necessarily linked to academic achievement - our expectations are of a student's excellence in behaviour and approach rather than in level of achievement, as sound academic achievement will look different for every child.

Demonstrating excellent academic effort sets students up for effective, life-long work habits and affords them the best chance of achieving to their individual potential.

Excellent academic effort looks like:

- Being punctual to all lessons
- Coming consistently prepared with all necessary resources and equipment
- Meeting all homework and assessment task guidelines
- Engaging purposefully in all activities
- Completing all work to the best of your ability
- Contributing to discussion, asking questions and seeking help when you need to.

A lack of engagement impacts on our sense of self, and our ability to achieve, and is closely related to the value of responsibility. Consistently displaying a lack of academic effort is disrespectful to teachers, peers and families, and is often disruptive to the learning of others. As such, there needs to be clear consequences in place for students who do not demonstrate adequate academic effort, which will be managed collaboratively primarily by classroom teachers and Heads of Year.

Assessment

The Purpose of Assessment

Assessment, both formative and summative, is to guide the teacher and student through the process of each student's learning journey. It informs them of what the student knows and can do, what needs developing and how the student is progressing. At HVGS, we recognise the importance of assessing the process of learning as well as the products.

Types of Assessment

- 1) Formative assessment (assessment *for* learning and assessment *as* learning) is *"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there* (From MYP: Principles into Practice). Formative assessment can take various forms and will occur at various intervals throughout the topic.
- 2) Summative assessment is used to determine student achievement, in each discipline and across a range of indicators. Summative assessment tasks will be included in each unit of work and aligned to the MYP subject-group objectives as well as NESA outcomes for that unit.

Summative assessment tasks will be specific to MYP objectives being assessed and can take various forms such as (though not limited to):

- Compositions - musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations - verbal (oral or written), graphic (through various media)

Grading systems

At HVGS, we use both the NESA and IB MYP grading systems as outlined below. Great care has been taken to align these two systems so that students can be awarded a grade in both using the same set of assessment tasks.

In setting tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement of these objectives and outcomes teachers build up a profile of the achievement of each student in relation to the Course Performance Descriptors and the MYP Assessment criteria.

In each program and course, it is important that the types of tasks used are appropriate to the objectives and outcomes being assessed. Generally, it would be necessary to have a number of different assessment activities in order to ensure that student achievement in all the knowledge and skills objectives has been assessed.

Teachers will collect information about each student's achievements in a course and relate it to the Course Performance Descriptors and the MYP Grade Descriptors.

The NESA Grading System

In 1991, The NSW Education Standards Authority introduced a new School Certificate Grading System. This system has been reviewed and changes finalised in 2006. The grading system has been maintained even though the external School Certificate Examination has been removed.

Grades A to E are awarded for all subjects (except General Experience Courses). Grades are awarded by the school on the basis of Course Performance Descriptors issued by The NSW Education Standards Authority. These grades indicate the student's levels of achievement relative to the knowledge and skills objectives of the course, as outlined in the table below:

| Grade | General Performance Descriptors |
|--------------|---|
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

An "N" award may be issued to the student, following formal written warnings, if they have not satisfactorily completed one or more of the following:

- a) attendance - meeting the required number of hours
- b) participation in the required learning experiences
- c) effort and achievement
- d) reached at least some of the course goals

MYP Assessment Criteria

Teachers determine a student's progress towards achieving the MYP objectives by using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. In each assessment task, students are awarded an Achievement level (1-8, with 8 being the highest) for the Criterion being assessed.

The MYP assessment criteria across subject groups can be summarised as follows:

| | Criterion A | Criterion B | Criterion C | Criterion D |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| Language and Literature | Analysing | Organising | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |

MYP Grading System

Students are awarded an MYP grade (1 - 7) for each subject area. The MYP grade descriptors are as follows.

| Grade | Descriptor |
|-------|---|
| 7 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| 6 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 5 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 4 | Produces good-quality work. Communicates basic understanding of concepts and contexts, with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations. |
| 3 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar situations. |
| 2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 1 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |

Responsibilities of Students

- To complete each assessment activity to the best of their ability;
- Ensure that any questions they have about the feedback comments awarded for an individual piece of work are resolved at the time the work is handed back;
- Demonstrate through effort and achievement they have met all of the requirements of the course.

Submission of Assessment Tasks

The time set for the submission of assessment tasks must be strictly adhered to. This time is specified in the assessment task notification and confirmed by the subject teachers. A written record of attendance and submission of tasks will be taken on the day.

Contingencies/Sanctions

1. Failure to Attend on the Day:

If a student misses a task which is set down for a particular day due to illness, accident or other misadventure, then the following procedures will be followed:

- a) if in Year 7 or 8, the parent must contact the School to advise of the reason for absence;
- b) if in Year 9 or 10, the student must complete an HVGS Misadventure Appeal Form and have it signed by a parent;
- c) the student will sit for the task (or a substitute task) at a time and on a day to be arranged by the School;
- d) in exceptional circumstances the Head of Faculty can seek the approval of the Director of IB Programmes to provide an estimate for the missed task.

2. Extensions of Time

Extensions of time for assessment tasks which are to be completed over a set period of time may only be granted before the due date and in the following cases:

- a valid illness or injury supported by an HVGS Misadventure Appeal Form (if in Year 9 or 10) or a parent email (if in Year 7 or 8);
- a valid and proven case of misadventure; misadventure refers to occasions where circumstances beyond a student's normal control led to the absence from school and/or delayed submission of work.

Each case will be reviewed by the subject teacher in consultation with the Head of Faculty and the Director of IB Programmes.

3. Overdue Assignments

Assessment tasks which are not handed in on the due date, and for which no valid extension of time may be given, will have the task marked on the last formative submission submitted prior to the due date. However, the student will still be required to complete the task properly and fulfil the requirements of the assessment task, within the environment of a detention room.

4. Student Absences

In extreme cases, such as a prolonged absence, the Director of IB Programmes may authorise an 'estimate' rather than a substitute task.

If a student is absent in any period preceding a summative task shown on the task calendar, it is the student's responsibility to seek confirmation of the task's date from the classroom teacher.

5. Gaining Unfair Advantage

A student endeavouring to gain an unfair advantage over other students through cheating or copying another's work may be awarded zero marks in appropriate cases. The student who willingly allows such cheating or copying may also receive a zero result.

6. Referencing Work

Students should ensure that assignment work correctly acknowledges sources of information, as plagiarism will incur a penalty. The School follows the APA referencing system and Bibliography generator software is available via the Student Portal.

7. Unsatisfactory Assessment

Where there is no valid reason for non-completion of an assessment task, a zero mark will be recorded for that task. However, all assessment tasks must be completed even though no mark will be awarded.

8. Drafting and Progress Checks

Classroom teachers will advise students of the relevant progress checks or draft requirements for each summative assessment task. Generally, students are given feedback on one draft of a hand-in task. This feedback is holistic in nature and aimed at providing guidance in meeting the task requirements; it is not the same as "pre-marking" the task. Teachers will follow up with any student and their parents/carers if progress checks or drafting requirements for given tasks are not being met by the student.

Feedback

The subject teacher gives individual feedback on student performance in assessment tasks at the time when corrected etc. are returned.

Communication

- a) Students will be further informed of assessment tasks through class teachers.
- b) Subject schedules will also be available on the class's OneNote page.
- c) Notification of assessment tasks documents will be available through the class OneNote page.

Time Management

Students, whether in Year 7 or Year 12 are typically challenged by:

1. the size of their academic workload; *and*
2. the amount of potential unstructured time available to them.

On the surface, these two issues appear to go together, but it takes time management skills to resolve them.

Tips for students:

- Taking control of your time is one of the most valuable skills you can acquire.
- You will have been given a timetable for the year. This is NOT the only timetable you will need nor is it complete in terms of work you will need to do. You will also need to allow time for personal study.
- There will be pressures and demands made upon your time throughout the course. You can plan for these by developing a personal homework timetable based around your daily timetable of classes. In this way you will maximise your chances of success.
- Remember, time is like energy, it should not be wasted.

Planning for the Semester

Your personal timetabling should start with a long-term plan. Information for this process can be drawn from the course outline documents provided in this booklet. This will help you gain an overview of the year ahead. Make a note of the camp dates, examination periods, the dates of each term, any holidays and any time in which you can review and revise work to date.

Planning for a Term

From the semester plan you can now devise a term plan. You will be able to mark on it the assignment hand-out dates and hand-in dates. This will help with your week-to-week work plans. Remember that it is best not to leave assignments to the last minute. Remember that these dates are FINAL deadlines. There is no penalty for handing in an assignment BEFORE the specified hand-in date, indeed you are encouraged to do so.

Planning for the Week

The weekly timetable is the most useful personal timetable you can have. It should cover MOST hours of the day and every day of the week. You will need to plan your homework and study time around all the routine activities in your week. To do this you should use construct a blank timetable and then follow the instructions below.

1. Enter all fixed activities (sports practice, band practice, etc.) that you are involved in after school.
2. Add time needed for meals, sleep, chores, travel, grooming, etc.
3. Put in your leisure time! Especially if there are activities at a fixed time that you enjoy (special T.V. programs, tennis matches on a regular basis, etc.) If this is a planned part of your schedule, you won't feel guilty about doing it. There won't be that nagging feeling of "I should be doing something else," that often accompanies a student's attempts at recreation or relaxation.

Set Priorities: Strike a balance between your sporting, social, family or other responsibilities by not overdoing it in one area at the expense of another. It helps to have the support of your family, friends and teachers so that they understand your studies are important to you.

Homework Rationale

Homework provides an avenue for students to practice and revise the skills learnt in the classroom, as well as developing attitudes of self-responsibility. It is important that students appreciate that learning is not restricted to the classroom and that work done at home is an important part of the overall approach to school work that all students must complete.

Homework provides the teacher with a means of obtaining input from parents on a directed basis and allowing them to make a significant contribution to the educational process at home.

Well-structured homework will encourage students to develop independent working skills and to seek help (where appropriate) from other sources. It also helps students gain an awareness of areas where they need extension or additional assistance.

Students ought to be able to:

- complete nominated tasks within the times specified below;
- feel comfortable to seek assistance from teachers if homework is providing problems;
- complete tasks to the best of their ability in both neatness and content;
- be able to complete homework without parental insistence.

Students are expected to:

- bring their homework diaries to all lessons, including Mentor Group;
- write all homework tasks in their homework diaries as soon as it is issued;
- have their homework diaries signed by their parent/guardian each weekend to show that they are aware of the homework set and completed;
- produce their homework diaries each week for inspection by the Mentor Group Teacher or Class Teacher;
- take a responsible attitude toward completing homework and be prepared to devote the necessary time and effort to complete it to the best of their abilities.

Some homework activities will require a prolonged effort over several days or even weeks e.g. projects, research activities. It is therefore essential that student's plan their homework time sufficiently in advance to accommodate these tasks.

On some occasions the amount of homework set for a particular night will fall short of the loads specified for that age group. It is desirable that students take advantage of these times and use them for general reading e.g. newspapers, periodicals etc. Students need to learn to individualise their work routines and take greater ownership/responsibility for their study (and engagement with contemporary issues/debate) as they approach their Senior School courses.

Guidelines for Parents

Parents are expected to support the aims and objectives of this policy and recognise homework as a valid educational activity. Parents are asked to help provide a suitable environment for the completion of homework.

This may include:

- a quiet area away from distractions such as the television and/or siblings;
- a suitable workspace which provides a comfortable table and chair with
- adequate lighting and ventilation; and
- support and encouragement in the formation of good study habits.

Parents should use some discretion in the amount of involvement they have in their child's homework. Children ought to be able to complete their homework with limited parent involvement.

Parents are expected to inspect the child's homework as frequently as possible and:

- take note of the amount of homework being attempted/completed;
- discuss the completion of the tasks with the student;
- read any comments inserted by teachers and act as required by such communications; and
- sign the homework diary in the space provided to indicate the diary has been sighted and tasks completed.

Homework Load Guidelines - an average per night as a guide

Years 7 and 8 6-8 hours per week

Years 9 and 10 8-10 hour per week

A major goal for students in the middle years is the development of sound organisation and study skills. Students are expected to commit to a regular block of study even if little or no set work has been given by teachers. The formation of regular study times, free of distractions such as television, video/computer games and mobile telephones is a vital foundation for future studies. Students are encouraged to commence assignments well before the due date so that a quality product is achieved. Revision of class notes and class work, reading of novels etc. are all activities which can be done if little set work is scheduled at any particular time.

General Procedures

The times indicated are average loads which should be expected Monday to Thursday nights. Friday nights and weekends are often left free of formal homework activities and could be used in part for long term projects and revision purposes. Some students may choose to spread their work over more than 4 nights, as best fits their considered schedules and commitments.

What is vital from the guideline above is the increase in time as students near the completion of their secondary education.

It is also important to note that the nature of the homework varies considerably from subject to subject. Teachers request the support of parents by asking that a note be recorded in the student diary when set homework has not been completed in the requested time frame and that, where possible, missed homework be re-scheduled.

For teachers, homework provides the opportunity for the consolidation of work presented in class. Teachers will therefore set consequences for homework commitments that have not been met in the specified time.

Academics Plus – Tutoring Support

Students at HVGS have access to a tutoring program, free of charge. This is available during term time, with the exception of the first and last week, on selected afternoons from 3.15pm to 4.30 pm.

The program offers help with specific subjects, as well as general assistance with assignments, homework and organisation.

To enrol your son/daughter in the academic support program please contact tutoring@hvgs.nsw.edu.au for more information.

Information & Resources: The Weeks Library

The Library Information Services faculty collaborate with teachers to develop and teach inquiry-based units of work, as well as providing information and resource services to the School community. Our role is to support teaching and learning and encourage life-long learning.

Facilities

The Weeks Library: located in the Senior School, caters for students in Years 3-12. The Weeks Library has a designated reading room, classroom, courtyard and smaller seminar rooms.

Opening hours

The Weeks Library is open from 8:00am to 4:00pm Mondays to Fridays.

In opening before and after school, our intention is to provide a supportive environment for students to undertake school related tasks or reading.

During breaks throughout the day, there are many Maker-Space style activities available for students including coding, quizzes, board games, creating online games, a Lego wall, puzzles, crocheting, knitting, drawing, chess and much more.

Resources

Our staff are skilled, knowledgeable and committed to best practice. We have a comprehensive physical collection to support the curriculum and student interests. Our digital collection includes current information from WorldBookOnline and EBSCO databases; our audio-visual collection is hosted by ClickView and our ebook and audio-book collection is hosted by OverDrive.

The Library has a website to allow students access to all our resources in one convenient place; please visit www.hvgsinfoservices.weebly.com

Contacts

For further information please see our website, call 0249310729 or email weekslibrary@hvgs.nsw.edu.au

Year 7 Curriculum

Please note: all specifics such as the timing of summative tasks is subject to change.

MYP Scope & Sequence – Year 7 Language and Literature

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--------|--|-------------------------------------|--------------------------------|--|---|--|---|
| Term 1 | <p><u>Connecting Through Stories</u> The aim of the unit is to engage with storytelling throughout time to appreciate how humans share their individual experiences. This unit introduces students to storytelling through the form of memoir. It examines texts from different cultures, including stories from Indigenous Australians, and different times. Students investigate the commonalities and contrasts between memoirs from these different contexts to explore how stories are an expression of identity. Students will compose their own stories and reflect on the writing process.</p> | Connections Context | Identities & relationships | <i>Stories connect individuals through time.</i> | A (i, ii, iii, iv), C (iii) D (iii, iv) B (i, ii), C (i, ii), D (i, ii, iv, v) | Communication skills Self-management skills: Reflection | Task 1: Reading Task (IC) Task 2: Memoir Task (HI) |
| Term 2 | <p><u>Creative Expression Through Drama</u> In this unit, students will gain an understanding of how composers express ideas, attitudes and perspectives through drama. Students will learn the key elements of a dramatic text as well as experiment with physical movement, characterisation and staging. They will compose an original short play based on their research of a thematic concern. As part of the writing process, students will complete a process journal to appreciate skills in planning, drafting and editing.</p> | Creativity Structure | Personal & cultural expression | <i>The creative process is vital to personal expression.</i> | B (i, iii), C (i, ii), D (i, v) | Thinking skills: Creative thinking Self-management skills: Organisation | Task 3: Script composition & reflection (HI) |
| Term 3 | <p><u>Close Study of Text</u> This unit aims to develop students' appreciation of how characters in texts encourage readers to feel empathy towards others. Students will explore narrative elements and the construction of the novel textual form. Students will engage in the close reading and analysis of a specified text in order to evaluate the composer's craft in constructing an engaging plot, interesting and evolving fictional characters and meaningful themes.</p> | Connections Audience imperatives | Identities & relationships | <i>Diverse characters encourage empathy amongst individuals.</i> | A (i, ii, iii, iv), B (ii, iii), C (iii), D (ii, iii) | Communication skills Thinking skills: Critical thinking | Task 4: Analytical essay (IC) |
| Term 4 | <p><u>Close Study of Short Films</u> This unit aims to develop students' understanding of how composers of film create texts to express their feelings and ideas about the world. Students will engage with focused analysis of the hero's journey in film texts and will identify key filmic devices that present this journey. To consolidate their understanding, students may experiment with their own filmic compositions.</p> | Communication Purpose | Personal & cultural expression | <i>Composers create texts to express their feelings and ideas about the world.</i> | | Media Literacy Thinking skills: Critical Thinking | Speaking Task (not assessed) |

MYP Scope & Sequence – Year 7 Mathematics

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--------|---|--|-----------------------------------|--|-----------------------|---|--|
| Term 1 | <u>Where will we ever use this?</u> In this unit, students will delve into a looking at where mathematical concepts are used in everyday life; often without us really noticing it. The units covered will include fractions, decimals, time as well as positive and negative numbers. These concepts will be related to planning a family trip and other associated real-life examples. The students will also look at time zones across Australia and the world. | Relationships Quantity Equivalence | Orientation in Space & Time | <i>Equivalent relationships between quantities allow us to navigate through space and time.</i> | A & D | Self-Management: Organisation Skills Thinking: Transfer Skills | In-class test |
| Term 2 | <u>Is there a reason for that?</u> In this unit, students will be introduced to Algebra and Equations. The work will develop systematic methods to simplify algebraic expressions and solve equations. These methods will form the building blocks for more challenging concepts in the years ahead. At the same time, the contextual activities will develop an appreciation that algebra, and equations, can be used in a wide variety of contexts. | Relationships Patterns Equivalence | Scientific & Technical Innovation | <i>By maintaining equivalence and exploring patterns relationships between variables can be explored.</i> | B & C | Communication: Communication Skills Self-Management: Reflection Skills | Take Home Investigation task with in-class validation test |
| Term 3 | <u>The house always wins!</u> In this unit students will explore the relationships between fractions, decimals and percentages (FDP). The students will investigate the four operations involving FDP and their applications when solving real world problems. Students will play and analyse probability-based games and use these ideas to develop their own activity. | Logic Validity Models | Scientific & Technical Innovation | <i>Logical models can be used to justify and enhance our understanding of real-world scenarios.</i> | A & C | Social: Collaboration Skills Thinking: Critical-thinking skills | In-class test |
| Term 4 | <u>Nature, art & design</u> In this unit, students will be introduced to Angle Relationships and Measurement. The work will develop systematic methods to convert units of measurement, measure and classify angles and develop a detailed understanding of length, perimeter and area. These methods will form the building blocks for more challenging concepts in the years ahead. At the same time, the contextual activities will develop an appreciation of measurement and geometry that can be found and used in nature, art and design. | Form Validity Generalisation | Personal & Cultural Expression | <i>Some forms in nature are generally more appealing.</i> | B and D | Thinking: Creative thinking skills Thinking: Transfer Skills | In-class Investigation task |
| Term 4 | <u>The power of powers</u> In this unit, students will study prime numbers and decompose large numbers to a product of prime factors. They will use the notation and terminology that is associated with powers and also understand the meaning of square roots and cube roots. Numerical expressions involving numerical bases and positive-integer indices will be simplified. | Logic Patterns Equivalence | Scientific & Technical Innovation | <i>Innovative problem solving can be achieved through logic and application of patterns and equivalence rules.</i> | Not formally assessed | Communication - Communication Skills | Not formally assessed |

MYP Scope & Sequence – Year 7 Science

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--------|---|---|-----------------------------------|---|---|--|--|
| Term 1 | <p><u>Cells and Cellular Processes</u> An introduction to Science, including measuring and drawing. Investigation of living things through discovery of the basic unit of life, the cell (including cell theory), and how these interact to form biological systems. Students also investigate the cellular processes needed to maintain multicellular organisms, including cell specialisation, photosynthesis and respiration. They also identify the organ systems needed to maintain multicellular organisms and examine advances to improve the health of these systems.</p> | <p>Systems</p> <p>Form Function Evidence</p> | Scientific & Technical Innovation | <i>Scientific understanding is influenced by the development of new technology</i> | <p>A (i,ii,iii) D (i,ii,iii,iv)</p> | <p>Research skills: Information literacy Self-management skills: Organisation</p> | 3D model of a cell and in-class test |
| Term 2 | <p><u>Energy in our world</u> An introduction to types of energy, transformations from one energy type to another, and developments in technology to maximise energy efficiency. This unit also explores how energy is transferred through space, the movement of the Earth, Sun and moon and how this effects daylight, the seasons and eclipses. Historical models of the solar system are also examined.</p> | <p>Systems</p> <p>Environment Form Interaction Models</p> | Orientation in Space and Time | <i>Throughout history, humans have used models to attempt to understand complex interacting systems</i> | <p>B (i,ii,iii,iv) C (i,ii,iii,iv,v) D (i,ii)</p> | Thinking skills: Critical thinking | Design an insulation experiment – in class |
| Term 3 | <p><u>Building Blocks of Matter</u> An investigation of matter and some properties of matter including the particle theory, density, expansion and contraction. Safe and proper use of the Bunsen Burner will also be investigated.</p> | <p>Change</p> <p>Form</p> | Scientific & Technical Innovation | <i>Scientists use models to understand the patterns of change in matter and the consequences of science and technology in our world</i> | <p>B (i,ii,iii,iv) C (i,ii,iii,iv,v)</p> | Communication skills | First-hand investigation – in class |
| Term 4 | <p><u>Using Earth's resources</u> Investigation of renewable and non-renewable resources (including water) across the Earth's spheres, and examination of how the choices we make for utilising these resources may impact the Earth and other people</p> | <p>Relationships</p> <p>Environment Consequences</p> | Fairness and Development | <i>Humans impact the sustainability of the environment</i> | <p>A (i,ii,iii) D (i,ii,iii,v)</p> | <p>Self-management skills: Organisation Communication skills Research skills: Information literacy</p> | Research tasks + poster – hand-in task |

MYP Scope & Sequence – Year 7 Individuals & Society (History)

| Studied on rotation with Individuals & Societies (Geography) | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--|--|---|--|---|---|---|--------------------------------|
| | <p><u>From the First Migration to Civilisation</u> This introductory unit introduces students to the basic concepts and principles of the Humanities. Students will engage with concepts of time and place, travelling back to the earliest human civilizations. Students will engage with concepts of migration, agriculture, and culture as they seek to discover how and why civilizations rose and fell where they did. This unit will draw students' attention to the discovery and conservation of significant sites around the world.</p> | <p>Time, place and space Causality Civilisation</p> | <p>Orientation in Space & Time</p> | <p><i>The significance of a civilization is determined by what it leaves behind.</i></p> | <p>A (i, ii) C (i, ii, iii)</p> | <p>Thinking skills: Transfer Communication skills</p> | <p>Hand-in - UNESCO report</p> |
| | <p><u>Ancient Rome</u> In this depth study, students will investigate how the geography of Europe contributed to the development of the Roman empire, and the means used by the Romans to maintain that empire.</p> | <p>Systems Conflict</p> | <p>Identities & Relationships</p> | <p><i>Systems help government to function and can lead to conflict.</i></p> | <p>A (i, ii) B (i, ii, iii, iv)</p> | <p>Communication skills Research skills: Information literacy Self-management skills: Organisation & Reflection</p> | <p>Hand-in - Research task</p> |
| | <p><u>Ancient China</u> In this depth study, students will explore what we know about Ancient China (and how we know it), including the location of key societies, sites and cities, the emergence of defining characteristics of people, society and culture and its legacy.</p> | <p>Systems Significance Ideology</p> | <p>Fairness & Development</p> | <p><i>Systems in society have a significant impact on the development of civilizations.</i></p> | <p>A (i, ii) D (i, ii, iii, iv)</p> | <p>Communication skills Self-management skills: Reflection Research skills: Information literacy Thinking skills: Critical thinking</p> | <p>In-class test</p> |

MYP Scope & Sequence – Year 7 Individuals & Society (Geography)

| Studied on rotation with Individuals & Societies (History) | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--|---|--|--|--|--|---|---|
| | <p><u>What makes a place liveable?</u> Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.</p> | <p>Time, Place & Space Causality</p> | <p>Identities & Relationships</p> | <p><i>Individual and communal identity strongly influence the perception of a place's liveability.</i></p> | <p>B(ii, iii, iv) C (i, ii, iii) D (i, ii, iv)</p> | <p>Communication skills Self-management skills: Organisation Research skills: Information literacy Thinking skills: Critical thinking</p> | <p>Hand-in - Design a liveable place.</p> |
| | <p><u>Landscapes and Landforms</u> Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.</p> | <p>Change Management intervention</p> | <p>Scientific & Technical Innovation</p> | <p><i>Human and environmental processes change the form of landscapes and landforms and should be managed sustainably.</i></p> | <p>A (i, ii, iii) B (i) D (iii)</p> | <p>Communication skills Self-management skills: Organisation Research skills: Information literacy Thinking skills: Critical thinking</p> | <p>Topic test</p> |

MYP Scope & Sequence – Year 7 Language Acquisition

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--------|---|---------------------------------------|--------------------------------|---|------------------------------|--|----------------|
| Term 1 | <u>Who am I?</u> Students will build upon concepts developed in their initial MYP inquiry by considering what elements are used in various cultures to identify oneself. | Communication Form Patterns Accent | Identities & Relationships | <i>Identity is communicated through forms and patterns</i> | C - Speaking D- Writing | Self-management skills: Organisation Research skills: Media literacy | In-class task |
| Term 2 | <u>Family & Friends</u> Students will explore relationships within families and among their friends. | Culture Context Structure | Personal & Cultural Expression | <i>Each culture has a family structure that reflects its community's values</i> | A – Listening B - Reading | Thinking skills: Critical thinking | In-class task |
| Term 3 | <u>My Day</u> Students will continue to build upon skills developed in previous units and consider language related to their daily routine. | Connection Form Patterns | Orientation in Space & Time | <i>Routines follow specific patterns and forms which connect us.</i> | C – Speaking D - Writing | Research skills: Media literacy | In-class task |
| Term 4 | <u>Let's Eat!</u> Students will investigate cultural traditions related to food and celebrations. | Culture Context Function Meaning | Personal & Cultural Expression | <i>Food expresses the uniqueness of personal & cultural preferences</i> | A – Listening B - Reading | Research skills: Media literacy | In-class task |

MYP Scope & Sequence – Year 7 PDHPE

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--------------------|--|---|-------------------------------------|--|---|--------------------------------------|--|
| Term 1 - Theory | <u>Changes in Me</u> This unit looks at the various changes that occur during a young person's life, including puberty. | Change Adaptation Balance | Identities and relationships | <i>Adolescence can bring many challenges and new experiences.</i> | A (i, ii, iii) | Communication Social | Design a poster using images, words, phrases and descriptions which represent your personality |
| Term 2 - Theor | <u>Are You OK?</u> This unit looks at developing strategies to maintain their mental health. | Development Perspective Balance | Identities and relationships | <i>A positive identity contributes to health and wellbeing for ourselves and others.</i> | A (i, ii, iii) | Self- management Social | Propose ways to reduce the stigma attached to mental illness |
| Term 3 - Theory | <u>Positive relationships</u> This unit looks at the characteristics of positive relationships and how to advocate for them. | Relationships Environment Interaction | Fairness and development | <i>Relationships are dynamic and complex.</i> | A (i, ii, iii) | Communication Social | Using the letters of the word 'relationships' create an acrostic poem illustrating your thoughts about healthy relationships |
| Term 4 - Theory | <u>Eat Right, Live Strong</u> This unit encourages students to consider their nutritional habits and to make healthy choices in a range of issues affecting young people. | Communication Balance Choice | Scientific and technical innovation | <i>Balancing our lifestyle requires continual choice.</i> | A (i, ii, iii) | Research Thinking | Design a three-course menu using dishes from a culture other than your own |
| Term 1 - Prac | <u>On the court I</u> This unit encourages students to engage in a range of Net Sports. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity. | Connections Adaptation Interaction | Fairness & Development | <i>Fairness and the development of connections can result from the adaptations and interactions of team members.</i> | C (i, ii, iii) | Communication Social | Practical skills of net games. |
| Term 2 – Prac | <u>Citius, Altius, Fortius (Athletics & Aquatics)</u> This unit encourages students to engage in a range of athletics and gymnastics activities. Developing these skills can ultimately contribute to the student's athletics skills but also be adaptable to a range of movement contexts. | Change Refinement Movement | Personal & Cultural Expression | <i>Athletes analyse current movement patterns so that they can refine technique and maximise performance energy.</i> | B (i, ii) C (i, ii, iii) D (i, ii, iii) | Communication Self- management | Practical application of athletics and aquatic skills. |

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|---------------|--|--|-----------------------------|---|---|-------------------------|---|
| Term 3 - Prac | <u>Have a Ball I</u> Students engage in a range of modified physical activities designed to enhance the (skills, decision making and movement concepts) that contribute to performance in field games such as AFL, Soccer, Speedway and Lacrosse as well as End Zone games such as Touch, Oz Tag, Flag Football and Ultimate Frisbee. | Relationships Movement Systems | Orientation in space & time | <i>Movement creates space and time.</i> | B (i, ii) C (i, ii, iii) D (i, ii, iii) | Social Thinking | Practical assessment of field and end zone games. |
| Term 4 - Prac | <u>Golden Jogger</u> Students will engage in competition-based activities. | Connections Adaptation Interaction | Fairness and Development | <i>Success comes through endeavour</i> | C (i, ii, iii) | Communication Social | Practical assessment of skills. |

MYP Scope & Sequence – Year 7 Arts (Music)

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|-------------------------|---|---|--------------------------------------|---|--|--|---|
| Term 1 OR Term 3 | <p><u>What is time?</u> Students will investigate the use of time in music through symbols, conventions, performance, research, listening, score reading and compositional activities. Students will explore instruments and their sounds and how they use time through performance -based activities <i>Students will develop theoretical, aural skills and research skills through allocated periods of musical application involving the keyboard, guitar, percussion drumming and creative/independent/collaborative experiences.</i></p> | Communication Audience Expression Interpretation Change | Personal & Cultural Expression | <i>Interpretation of symbols and conventions expresses meaning.</i> | B Developing Skills Strands 1 &2 D Responding Strands 1, 2, 3 | Communication skills Self-management skills: Affective skills, Reflection Thinking skills: Transfer | <p>Criterion D: Aural Responses to Time and Japanese Culture (Week 8)</p> <p>Criterion B: Taiko drumming performance (Week 9)</p> |
| Term 2 OR Term 4 | <p><u>What makes a good tune?</u> Students will listen to and analyse the features and characteristics of classic songs with the intention to compose a successful melody. Students in year 7 will explore how culture shape's identity and musical melody. They will engage in the study of the keyboard through performance activities and become familiar with the layout of the piano as a means of expressing their musical ideas. <i>Students will develop theoretical, aural skills and research skills through allocated periods of musical application involving the keyboard, guitar, percussion drumming and creative/independent/collaborative experiences.</i></p> | Aesthetics Composition Structure Identity Expression | Personal & Cultural Expression | <i>Aesthetics are enhanced by form and structure.</i> | A: Knowing & Understanding Strands 1, 2, 3 C: Thinking Creatively Strands 1, 2, 3 | Research skills: Media literacy Thinking skills: Critical thinking, Creative thinking, Transfer Self-management: Affective skills | <p>Criterion A: Ternary Form (ABA) melody composition Proposal (1 -2 pages): (Week 4)</p> <p>Criterion C: (Week 9) Ternary Form (ABA) melody composition and performance.</p> |

7 Periods per cycle for ONE SEMESTER in Year 7 including: Keyboard Laboratory, Guitar, Theoretical/Aural Skills & Development, Group/Individual Performance, Creative/Independent/Collaborative Research or Project, Musical Appreciation of a Variety of Musical Styles.

MYP Scope & Sequence – Year 7 Arts (Visual Art)

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|--------------------|--|--|---|---|----------------------------------|--|--|
| Term 1 OR 3 | <p><u>Perspective and the landscape</u> Investigation of perspective through a landscape triptych. Skills in drawing, watercolour painting and other mark-making/media. Introduction to the structural and subjective frames.</p> | <p>Aesthetics Visual culture</p> | <p>Personal & Cultural Expression</p> | <p>We view and express our world in different ways.</p> | <p>A & D</p> | <p>Self-management skills: Reflection</p> <p>Thinking skills: Creative thinking Communication skills</p> | <p>Artmaking- Triptych and frames task</p> <p>Historical and Critical -Research Task - Australian Landscape Painters</p> |
| Term 2 OR 4 | <p><u>Symbols in our world</u> A study of how signs and symbols have been used in different times and cultures to create meanings in artworks throughout time. Introduction to the Elements and Principles of Design, including exploration of printmaking through a linoleum cut taken from the symbols design work. Investigation of The Frames including descriptive, historical and analytical writing of artists' works and an introduction of Artist's Practice.</p> | <p>Communication Audience Interpretation</p> | <p>Personal & Cultural Expression</p> | <p>Signs and symbols can communicate meaning and help us interpret our world.</p> | <p>B & C</p> | <p>Thinking skills: Critical thinking, creative thinking Research skills: information literacy</p> <p>Self-management skills: Organisation</p> | <p>Historical and Critical Summative Task- Art Magazine Article</p> <p>Artmaking - Lino Print</p> |

7 Periods per cycle for ONE SEMESTER in Year 7 on rotation with Music

MYP Scope & Sequence – Year 7 Design

| | Unit title & content summary | Key concepts Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATL skills | Summative Task |
|---|---|--|---|---|--|---|---|
| Studied on rotation throughout Year 7 & 8 | <u>Agriculture & food technologies</u> Students will learn the relationship between Agriculture and Food. This will involve the growing of plant products and liaising with the Agriculture department to expose the students to the systems that produce food and fibre. This knowledge will be used to underpin the properties, selection and preparation of food and form the focus for a design project. | Development Market trends Sustainability | Globalisation & Sustainability | <i>Students to develop an understanding of Market Trends, through Sustainability and Globalisation in relation to Food Nutrition.</i> | A (all strands) B (all strands) C (all strands) D (all strands) | Communication skills Thinking skills: Creative thinking Research skills: Information literacy | Folio & product - Buddha Bowls Semester 1 Term 1 Week 7 Term 2 Week 3 Term 2 Week 4 Semester 2 Term 3 Week 7 Term 4 Week 3 Term 4 Week 4 |
| | <u>Digital technologies</u> Students will learn to function within a digital world, by learning the fundamentals of programming languages to allow them to implement and evaluate digital solutions to problems identified. This will involve using a number of platforms including Micro-bit and Lego Mindstorms to make the transition from graphics-based coding to text-based languages. | Systems Adaption Evaluation | Scientific & Technical Innovation | <i>Systems that improve the human experience are at the forefront of scientific and technical innovation.</i> | A (all strands) B (all strands) C (all strands) D (all strands) | Communication skills Thinking skills: Creative thinking Research skills: Information literacy | Folio & product - Semester 1 Term 2 Week 2 Semester 2 Term 4 Week 2 |
| | <u>Engineered systems</u> Students will learn about the fundamentals of Force, Motion and Energy and their application to Systems, Machines and Structures. Students will be encouraged, through experimentation, to develop a moving structure that will allow these principles to be showcased. In completing this, students will also be exposed to Technical drawing, CAD and associated computer manufacturing processes. | Communication Form Evaluation | Personal & Cultural Expression | <i>Designers adapt the form of objects to enhance their appeal and currency by ongoing evaluation.</i> | A (all strands) B (all strands) C (all strands) D (all strands) | Communication skills Thinking skills: Creative thinking Research skills: Information literacy | Folio & product - Wooden toy/LED sign Semester 1 Term 1 Week 9 Term 2 Week 5 Semester 2 Term 3 Week 9 Term 4 Week 4 |

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|--|--|--|---|--|--|--|---|
| | <p><u>Material Technologies</u> Students will be looking in depth at textiles and the technological changes in fibre production and marketing has had on the environment and the end user. A focus on skills and the use of Computer Aided Manufacturing to enhance the final product will be a priority and how, with careful planning, positive impacts on the local community can be achieved</p> | <p>Communities Function Sustainability</p> | <p>Globalisation & Sustainability</p> | <p><i>Waste from one product can be used as a raw material for another, which results in developing a resource neutral process whilst discovering creative design expression</i></p> | <p>A (all strands) B (all strands) C (all strands) D (all strands)</p> | <p>Communication skills Thinking skills: Creative thinking Critical thinking Research skills: Information literacy</p> | <p>Folio & product – Tote bag Semester 1 Term 2 Week 5 Semester 2 Term 4 Week 4</p> |
|--|--|--|---|--|--|--|---|

MYP Scope & Sequence – Year 7 Interdisciplinary Studies

| | Unit title & content summary | Key & Related concepts | Global context | Statement of inquiry | Assessment Objectives | ATLs | Summative Task |
|----------------------------|--|--|--------------------------------|--|------------------------------|---|--|
| Semester 1 – Year 7 | <p>Unit: What skills will I need for high school?</p> <p>This unit acts as an extension of Transition Week, allowing time and support for students to transition into the Senior School and refine the skills they need for success in an environment of heightened rigour.</p> | Identity | Identities and Relationships | <i>Transitioning to high school is an important milestone in forming our identity as learners.</i> | (Not formally assessed) | Self-management: Organisation skills, Affective skills Research: Information literacy & Media literacy | (Not formally assessed) |
| Semester 2 – Year 7 | <p>Unit: One Small Island Project</p> <p>This unit provides students the opportunity to use skills and knowledge they have gained in Language & Literature, Arts and Individuals & Societies to collaborate on the creation of an educational resource designed to empower others to become shared guardians of our planet. Students will investigate the book <i>One Small Island</i> and work in collaborative teams to create a book of their own.</p> | Communities L&L - Purpose Arts - Audience I&S - Causality | Globalisation & Sustainability | <i>Educating others has an important role to play in working towards a more sustainable community.</i> | IDU Objectives A, B, C | Thinking: Creative & critical thinking skills Social: Collaboration skills Communication skills | Short written activities completed throughout the unit. Final product not formally assessed. |

MYP Achievement Levels

MYP Achievement Criteria – Language and Literature (English)

| Achievement Level | Criterion A Analysing | Criterion B Organising | Criterion C Producing Text | Criterion D Using Language |
|-------------------|--|---|---|--|
| 7-8 | <p>The student:</p> <ol style="list-style-type: none"> provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly provides perceptive identification and explanation of the effects of the creator's choices on an audience gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology perceptively compares and contrasts features within and between genres and texts. | <p>The student:</p> <ol style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style. | <p>The student:</p> <ol style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience selects extensive relevant details and examples to develop ideas with precision. | <p>The student:</p> <ol style="list-style-type: none"> effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a consistently appropriate register and style that serve the context and intention uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective makes effective use of appropriate non-verbal communication techniques. |
| 5-6 | <p>The student:</p> <ol style="list-style-type: none"> provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts provides substantial identification and explanation of the effects of the creator's choices on an audience sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology competently interprets similarities and differences in features within and between genres and texts. | <p>The student:</p> <ol style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a coherent and logical manner with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. | <p>The student:</p> <ol style="list-style-type: none"> produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects sufficient relevant details and examples to develop ideas. | <p>The student:</p> <ol style="list-style-type: none"> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently writes and speaks competently in a register and style that serve the context and intention uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication makes sufficient use of appropriate non-verbal communication techniques. |
| 3-4 | <p>The student:</p> <ol style="list-style-type: none"> provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts provides adequate identification and | <p>The student:</p> <ol style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of coherence and logic makes adequate use of referencing and formatting | <p>The student:</p> <ol style="list-style-type: none"> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas | <p>The student:</p> <ol style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention |

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| | <p><i>explanation of the effects of the creator's choices on an audience</i></p> <p>iii. <i>justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</i></p> <p>iv. <i>interprets some similarities and differences in features within and between genres and texts.</i></p> | <p><i>tools to create a presentation style suitable to the context and intention.</i></p> | <p>ii. <i>makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</i></p> <p>iii. <i>selects some relevant details and examples to develop ideas.</i></p> | <p>iii. <i>uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</i></p> <p>iv. <i>spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</i></p> <p>v. <i>makes some use of appropriate non-verbal communication techniques.</i></p> |
| 1-2 | <p><i>The student:</i></p> <p>i. <i>provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts</i></p> <p>ii. <i>provides minimal identification and explanation of the effects of the creator's choices on an audience</i></p> <p>iii. <i>rarely justifies opinions and ideas with examples or explanations; uses little or no terminology</i></p> <p>iv. <i>interprets few similarities and differences in features within and between genres and texts.</i></p> | <p><i>The student:</i></p> <p>i. <i>makes minimal use of organizational structures though these may not always serve the context and intention</i></p> <p>ii. <i>organizes opinions and ideas with a minimal degree of coherence and logic</i></p> <p>iii. <i>makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</i></p> | <p><i>The student:</i></p> <p>i. <i>produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas</i></p> <p>ii. <i>makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</i></p> <p>iii. <i>selects few relevant details and examples to develop ideas.</i></p> | <p><i>The student:</i></p> <p>i. <i>uses a limited range of appropriate vocabulary and forms of expression</i></p> <p>ii. <i>writes and speaks in an inappropriate register and style that do not serve the context and intention</i></p> <p>iii. <i>uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</i></p> <p>iv. <i>spells/writes and pronounces with limited accuracy; errors often hinder communication</i></p> <p>v. <i>makes limited and/or inappropriate use of non-verbal communication techniques.</i></p> |
| 0 | <p><i>The student does not reach a standard described by any of the descriptors above.</i></p> | <p><i>The student does not reach a standard described by any of the descriptors above.</i></p> | <p><i>The student does not reach a standard described by any of the descriptors above.</i></p> | <p><i>The student does not reach a standard described by any of the descriptors above.</i></p> |

MYP Achievement Criteria – Mathematics

| Achievement Level | Criterion A <i>Knowing & Understanding</i> | Criterion B <i>Investigating Patterns</i> | Criterion C <i>Communicating</i> | Criterion D <i>Applying Mathematics in real-life contexts</i> |
|-------------------|--|--|--|---|
| 7-8 | <p>The student is able to:</p> <ul 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 in a variety of contexts. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with correct findings iii. verify and justify these relationships and/or general rules | <p>The student is able to:</p> <ul 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 and coherent v. present work that is consistently organized using a logical structure. | <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 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 |
| 5-6 | <p>The student is able to:</p> <ul 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 in a variety of contexts. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify these relationships and/or general rules | <p>The student is able to:</p> <ul style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure. | <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 adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution iv. describe the degree of accuracy of the solution v. discuss whether the solution makes sense in the context of the authentic real-life situation |
| 3-4 | <p>The student is able to:</p> <ul 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 in a variety of contexts. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest relationships and/or general rules consistent with findings. | <p>The student is able to:</p> <ul 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 able to be understood, although these are not always clear iv. adequately organize information using a logical structure. | <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, with some success, adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a solution to the authentic real-life situation iv. describe whether the solution makes sense in the context of the authentic real-life situation |
| 1-2 | <p>The student is able to:</p> <ul 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 | <p>The student is able to:</p> <ul style="list-style-type: none"> i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. use limited mathematical language ii. use limited forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are difficult to interpret. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. identify some elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success |

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| | iii. <i>generally, solve these problems correctly in a variety of contexts.</i> | | | |
| 0 | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> |

MYP Achievement Criteria – Sciences

| Achievement Level | Criterion A Knowing & Understanding | Criterion B Inquiring and Designing | Criterion C Processing and Evaluating | Criterion D Reflecting on the impacts of Science |
|--------------------------|--|--|---|---|
| 7-8 | <p>The student is able to:</p> <ul style="list-style-type: none"> i. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse information to make scientifically supported judgements | <p>The student is able to:</p> <ul style="list-style-type: none"> i. describe a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using correct scientific reasoning iii. describe how to manipulate the variables, and describe 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. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organise, transform and present data in numerical and/or visual forms ii. accurately interpret data and describe results using correct 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 | <p>The student is able to:</p> <ul 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 and analyse 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. |
| 5-6 | <p>The student is able to:</p> <ul style="list-style-type: none"> i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgements | <p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organise and present data in numerical and/or visual forms ii. accurately interpret data and describe results using scientific reasoning 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 | <p>The student is able to:</p> <ul style="list-style-type: none"> i. summarise 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. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly |
| 3-4 | <p>The student is able to:</p> <ul style="list-style-type: none"> i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgements | <p>The student is able to:</p> <ul style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a safe method in which he or she selects materials and equipment. | <p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and describe results 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 that would benefit the scientific investigation | <p>The student is able to:</p> <ul style="list-style-type: none"> i. outline the ways in which science is applied and used to address a specific problem or issue ii. outline 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 |
| 1-2 | <p>The student is able to:</p> <ul style="list-style-type: none"> i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest | <p>The student is able to:</p> <ul style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation, with limited success | <p>The student is able to:</p> <ul style="list-style-type: none"> i. collect and present data in numerical and/or visual forms ii. accurately interpret data | <p>The student is able to:</p> <ul style="list-style-type: none"> i. state the ways in which science is applied and used to address a specific problem or issue |

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| | <p><i>solutions to problems set in familiar situations</i></p> <p>iii. <i>apply</i> information to make judgements</p> | <p>ii. <i>state</i> a testable hypothesis</p> <p>iii. <i>state</i> the variables</p> <p>iv. design a <i>method</i>, with <i>limited success</i></p> | <p>iii. <i>state</i> the validity of a hypothesis, with <i>limited reference</i>, to a scientific investigation</p> <p>iv. <i>state</i> the validity of the method, with <i>limited reference</i>, to a scientific investigation</p> <p>v. <i>state limited</i> improvements or extensions to the method</p> | <p>ii. <i>state</i> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</p> <p>iii. <i>apply</i> scientific language to communicate understanding but does so with limited success</p> <p>iv. document sources <i>with limited success</i></p> |
| 0 | The student does not reach a standard described by any of the descriptors above. | The student does not reach a standard described by any of the descriptors above. | The student does not reach a standard described by any of the descriptors above. | The student does not reach a standard described by any of the descriptors above. |

MYP Achievement Criteria – Individuals and Societies (Geography and History)

| Achievement Level | Criterion A Knowing & Understanding | Criterion B Investigating | Criterion C Communicating | Criterion D Thinking Critically |
|-------------------|--|---|---|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. | <p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results. | <p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources. | <p>The student:</p> <ul style="list-style-type: none"> i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. clearly recognizes different perspectives and consistently explains their implications. |
| 5-6 | <p>The student:</p> <ul style="list-style-type: none"> i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. | <p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results. | <p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources. | <p>The student:</p> <ul style="list-style-type: none"> i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications. |
| 3-4 | <p>The student:</p> <ul style="list-style-type: none"> i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. | <p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results. | <p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources. | <p>The student:</p> <ul style="list-style-type: none"> i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations iv. recognizes different perspectives and suggests some of their implications. |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. | <p>The student:</p> <ul style="list-style-type: none"> i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way. | <p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a way that is not always appropriate to the audience and purpose ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently | <p>The student:</p> <ul style="list-style-type: none"> i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data iv. identifies different perspectives. |

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| 0 | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> |
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MYP Achievement Criteria – Language Acquisition – Emergent Level

| <i>Achievement Level</i> | <i>Criterion A Listening</i> | <i>Criterion B Reading</i> | <i>Criterion C Speaking</i> | <i>Criterion D Writing</i> |
|--------------------------|--|--|--|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts. | <p>The student:</p> <ul style="list-style-type: none"> i identifies explicit and implicit stated information (facts and/or opinions and supporting details) in a wide variety of simple authentic texts ii analyses conventions in simple authentic texts iii analyses connections in simple authentic texts | <p>The student:</p> <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. during interaction, communicates all or almost all the required information clearly and effectively. | <p>The student:</p> <ul style="list-style-type: none"> i uses a wide range of vocabulary ii uses a wide range of grammatical structures generally accurately iii organises information effectively and coherently in an appropriate format using wide range of simple and some complex cohesive devices iv communicates all or almost all relevant information with a clear sense of audience and purpose to suit the context |
| 5-6 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts iii. interprets connections in simple authentic texts. | <p>The student:</p> <ul style="list-style-type: none"> i identifies most stated information (facts and/or opinions and supporting details) in a variety of simple authentic texts ii interprets conventions in simple authentic texts iii interprets connections in simple authentic texts | <p>The student:</p> <ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv. during interaction, communicates most of the relevant information. | <p>The student:</p> <ul style="list-style-type: none"> i uses a range of vocabulary ii uses a range of grammatical structures with few errors which do not hinder communication iii organises information in an appropriate format using simple and some complex cohesive devices iv communicates most relevant information with a sense of audience and purpose to suit the context |
| 3-4 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts. | <p>The student:</p> <ul style="list-style-type: none"> i identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii identifies basic conventions in simple authentic texts iii identifies basic connections in simple authentic texts | <p>The student:</p> <ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension iv. during interaction, communicates some relevant information. | <p>The student:</p> <ul style="list-style-type: none"> i uses a basic range of vocabulary ii uses a limited range of grammatical structures with some errors which sometimes hinder communication iii organises information in a recognizable format using a range of basic cohesive devices iv communicates some relevant information with some sense of audience and purpose to suit the context |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts. | <p>The student:</p> <ul style="list-style-type: none"> i identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts ii identifies basic conventions in simple authentic texts iii identifies basic connections in simple authentic texts | <p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension | <p>The student:</p> <ul style="list-style-type: none"> i uses a limited range of vocabulary ii uses a limited range of grammatical structures with many errors which often hinder communication iii presents some information in a partially recognizable format using some basic cohesive devices iv communicates limited relevant information with some sense of |

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| | | | iv. during interaction, communicates limited relevant information. | audience and purpose to suit the context |
| 0 | The student does not reach a standard described by any of the descriptors above. | The student does not reach a standard described by any of the descriptors above. | The student does not reach a standard described by any of the descriptors above. | The student does not reach a standard described by any of the descriptors above. |

MYP Achievement Criteria - PDHPE

| <i>Achievement Level</i> | <i>Criterion A</i> <i>Knowing and Understanding</i> | <i>Criterion B</i> <i>Planning for Performance</i> | <i>Criterion C</i> <i>Applying and Performing</i> | <i>Criterion D</i> <i>Reflecting and Improving Performance</i> |
|--------------------------|---|--|---|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding. | <p>The student:</p> <ul style="list-style-type: none"> i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health. | <p>The student:</p> <ul 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. outlines and applies information to perform effectively | <p>The student:</p> <ul style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. explains the effectiveness of a plan based on the outcome iii. explains and evaluates performance |
| 5-6 | <p>The student:</p> <ul style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding. | <p>The student:</p> <ul style="list-style-type: none"> i. outlines goals to enhance performance ii. designs a plan for improving physical performance and health | <p>The student:</p> <ul 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 effectively | <p>The student:</p> <ul style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. outlines and evaluates performance |
| 3-4 | <p>The student:</p> <ul style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding. | <p>The student:</p> <ul style="list-style-type: none"> i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health | <p>The student:</p> <ul 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. identifies and applies information to perform | <p>The student:</p> <ul style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. states the effectiveness of a plan based on the outcome iii. outlines and summarises performance |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate | <p>The student:</p> <ul style="list-style-type: none"> i. states goals to enhance performance ii. outlines a plan for improving physical performance and health | <p>The student:</p> <ul style="list-style-type: none"> i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform | <p>The student:</p> <ul style="list-style-type: none"> i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. outlines performance |

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| | <i>understanding with limited success.</i> | | | |
| <i>0</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> |

MYP Achievement Criteria – Arts (Music and Visual Art)

| Achievement Level | Criterion A Knowing & Understanding | Criterion B Developing skills | Criterion C Thinking Creatively | Criterion D Responding |
|--------------------------|--|--|---|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork. | <p>The student:</p> <ul 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. | <p>The student:</p> <ul style="list-style-type: none"> i. presents an excellent outline of a clear and/or feasible artistic intention. ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization. | <p>The student:</p> <ul style="list-style-type: none"> i. presents an excellent outline of connections with depth and insight and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others. |
| 5-6 | <p>The student:</p> <ul style="list-style-type: none"> i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork. | <p>The student:</p> <ul 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. | <p>The student:</p> <ul style="list-style-type: none"> i. presents a substantial outline of a clear and/or feasible artistic intention. ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization. | <p>The student:</p> <ul style="list-style-type: none"> i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response that is considerably inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others. |
| 3-4 | <p>The student:</p> <ul style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork. | <p>The student:</p> <ul 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. | <p>The student:</p> <ul style="list-style-type: none"> i. presents an adequate outline of a clear and/or feasible artistic intention. ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization. | <p>The student:</p> <ul style="list-style-type: none"> i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response that is inspired by the world around him or her to some degree iii. presents an adequate evaluation of the artwork of self and others. |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork. | <p>The student:</p> <ul 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. | <p>The student:</p> <ul style="list-style-type: none"> i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization. | <p>The student:</p> <ul style="list-style-type: none"> i. presents a limited outline of connections and may transfer learning to new settings ii. creates a limited artistic response that is possibly inspired by the world around him or her iii. presents a limited evaluation of the artwork of self and others. |

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| 0 | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> |
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MYP Achievement Criteria – Design (Mandatory Technology)

| Achievement Level | Criterion A Inquiring & Analysing | Criterion B Developing ideas | Criterion C Creating the solution | Criterion D Evaluating |
|--------------------------|---|---|--|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> i. explains and justifies the need for a solution to a problem ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a group of similar products that inspire a solution to the problem iv. develops a design brief, which presents the analysis of relevant research | <p>The student:</p> <ul style="list-style-type: none"> i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution. | <p>The student:</p> <ul style="list-style-type: none"> i. constructs a logical plan, which outlines 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. explains changes made to the chosen design and plan when making the solution | <p>The student:</p> <ul style="list-style-type: none"> i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on authentic product testing iii. describes how the solution could be improved iv. describes the impact of the solution on the client/target audience |
| 5-6 | <p>The student:</p> <ul style="list-style-type: none"> i. explains the need for a solution to a problem ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidance iii. describes a group of similar products that inspire a solution to the problem iv. develops a design brief, which outlines the findings of relevant research | <p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications, which identify the success criteria for the design of a solution ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others iii. presents the chosen design and outlines the main reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution. | <p>The student:</p> <ul style="list-style-type: none"> i. constructs a 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. outlines changes made to the chosen design and plan when making the solution. | <p>The student:</p> <ul style="list-style-type: none"> i. describes relevant testing methods, which generate data, to measure the success of the solution ii. describes the success of the solution against the design specification based on relevant product testing iii. outlines how the solution could be improved iv. describes the impact of the solution on the client/target audience, with guidance |
| 3-4 | <p>The student:</p> <ul style="list-style-type: none"> i. outlines the need for a solution to a problem ii. states the research needed to develop a solution to the problem, with some guidance iii. outlines one existing product that inspires a solution to the problem iv. develops a basic design brief, which outlines some of the findings of relevant research | <p>The student:</p> <ul style="list-style-type: none"> i. constructs a list of the success criteria for the design of a solution ii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others iii. outlines the main reasons for choosing the design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements for the chosen solution. | <p>The student:</p> <ul style="list-style-type: none"> i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design or plan when making the solution. | <p>The student:</p> <ul style="list-style-type: none"> i. describes 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. lists the ways in which the solution could be improved iv. outlines the impact of the solution on the client/target audience. |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> i. states the need for a solution to a problem ii. states some of the main findings of relevant research | <p>The student:</p> <ul style="list-style-type: none"> i. lists a few basic success criteria for the design of a solution ii. presents one design idea, which can be interpreted by others iii. creates incomplete planning drawings/diagrams | <p>The student:</p> <ul 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 | <p>The student:</p> <ul style="list-style-type: none"> i. describes a testing method, which is used to measure the success of the solution ii. states the success of the solution. |

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| 0 | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> |
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MYP Achievement Criteria – Interdisciplinary Learning

| <i>Achievement Level</i> | <i>Criterion A Evaluating</i> | <i>Criterion B Synthesising</i> | <i>Criterion C Reflecting</i> |
|--------------------------|---|---|--|
| 7-8 | <i>The student:</i> i. fully analyses by explaining disciplinary knowledge ii fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives. | <i>The student:</i> i. creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding ii. justifies how his or her product communicates interdisciplinary knowledge. | <i>The student:</i> i. discusses the development of his or her own interdisciplinary learning ii discusses how new interdisciplinary understanding enables action. |
| 5-6 | <i>The student:</i> i analyses by describing disciplinary knowledge ii evaluates by describing the strengths and limitations of interdisciplinary perspectives. | <i>The student:</i> i. creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding ii. describes how his or her product communicates interdisciplinary knowledge. | <i>The student:</i> i. describes the development of his or her own interdisciplinary learning ii. describes how new interdisciplinary understanding enables action. |
| 3-4 | <i>The student:</i> i. partially analyses by outlining the disciplinary knowledge ii. partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives. | <i>The student:</i> i. creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding ii. outlines how his or her product communicates interdisciplinary knowledge. | <i>The student:</i> i. outlines the development of his or her own interdisciplinary learning ii. outlines how new interdisciplinary understanding enables action. |
| 1-2 | <i>The student:</i> • attempts to analyse by identifying disciplinary knowledge • attempts to evaluate by stating the strengths or limitations of interdisciplinary iii. perspectives. | <i>The student:</i> i. creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding ii. states how his or her product communicates interdisciplinary knowledge. | <i>The student:</i> i. states the development of his or her own interdisciplinary learning ii. states how new interdisciplinary understanding enables future action. |
| 0 | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> | <i>The student does not reach a standard described by any of the descriptors above.</i> |