



Hunter Valley  
Grammar School

YEAR 9 | 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 9. 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 5, Head of Year 9, 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.

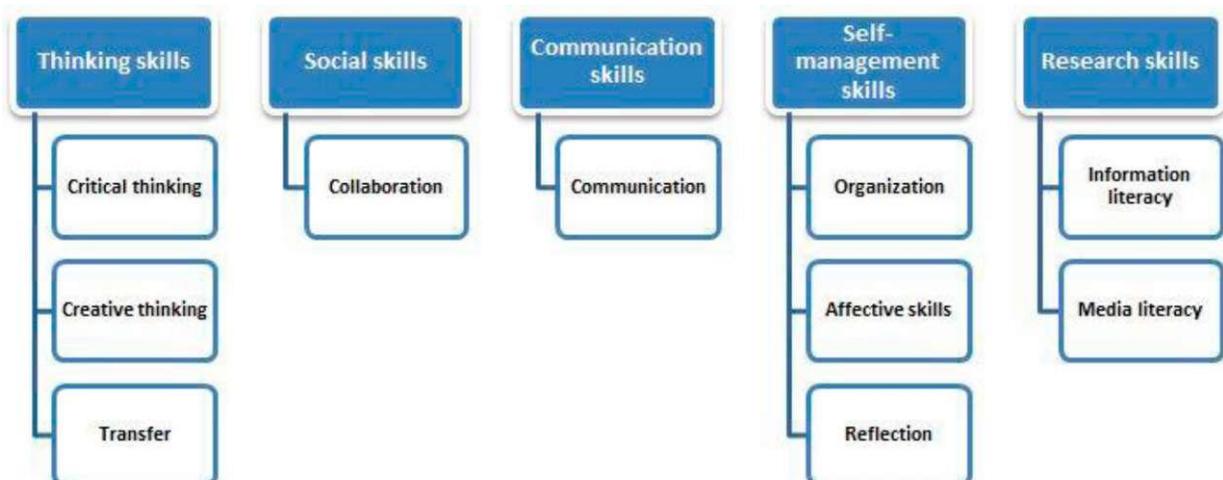
The MYP identifies six global contexts for teaching and learning:

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 9, 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 will undertake at least one Interdisciplinary Unit, which combines the skills and knowledge obtained in several subjects, to produce a product which demonstrates the synthesis of disciplinary knowledge applied to a real-life situation. Interdisciplinary units and assessments can occur in a variety of ways and might involve multiple sessions over many weeks to longer sessions over several half-days or a day incursion.

## 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

<b>IB MYP Subject Areas</b>	<b>NESA Learning Areas</b>
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.

In Years 9 and 10, students continue studying the core subjects which they started in Year 7. However, the Design and Arts subject areas provide the students with a range of elective courses. These, along with several multi-disciplinary elective courses, provide the students the opportunity to expand on their skills and knowledge, while providing the opportunity to pursue developing interests.

Elective choices that may be on offer are:

<b>Arts</b>	<b>Design</b>	<b>Multi-disciplinary</b>
Drama	Design and Technology	Agriculture
Music	Food Technology	Big History
Photography & Digital Media	iSTEM (Engineering Technology)	Commerce and Citizenship
Visual Arts	Textiles and Design	
	Information Software Technology	

## 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.

### 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 NESAs 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 NESAs 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:

<b>Grade</b>	<b>General Performance Descriptors</b>
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:

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<b>Language and Literature</b>	Analysing	Organising	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	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 proper 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](mailto: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](http://www.hvgsinfoservices.weebly.com)

### Contacts

For further information please see our website, call 0249310729 or email [weekslibrary@hvgs.nsw.edu.au](mailto:weekslibrary@hvgs.nsw.edu.au)

## Year 9 Curriculum

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

### MYP Scope & Sequence – Year 9 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>Concept Study: Conflict</u> - close study of Shakespearean Text: <i>Romeo &amp; Juliet</i></p> <p>Students use the Shakespearean play, <i>Romeo and Juliet</i>, as a vehicle for their inquiry into the nature and consequences of conflict. Students identify with the play's inter-familial conflict, the love story and the defiance of parental authority. Students will also complete close study of selected parts of the play script.</p>	Communication Themes	Personal & cultural expression	<i>Composers communicate their ideas through textual form.</i>	A (i, ii, iii, iv) B (ii) D (ii, iv)	Communication skills  Transfer skills	Essay Task (HI)
Term 2	<p><u>Viewing to Write</u></p> <p>Students will use an exploration of film as a stimulus for creative writing. By investigating Tim Burton's films, with their quirky eccentricities, students will appreciate how filmmakers use narrative elements to engage their audiences. Students are positioned to appreciate the concepts of auteur and oeuvre, the role of symbolism and recurring motifs in film.</p>	Creativity Intertextuality	Personal & cultural expression	<i>Understanding connections between texts provides creative opportunities.</i>	B (i), (iii) C (i, ii, iii) D (i, iii, v)	Self- management skills: Reflection Thinking skills: Creative Thinking	Creative Writing Task (HI)
Term 3	<p><u>Close study of novel</u></p> <p>Students will undertake a close study of a novel to appreciate how composers use narrative elements such as setting, characters, themes and language to engage an audience.</p>	Perspective Point of View Setting	Fairness & Development	<i>A perspective of place helps shape points of view of fairness.</i>	A (i, ii, iii, iv) B (i, ii, iii) D (i, iii)	Communication skills Thinking skills: Critical Thinking	Essay Task (IC)
Term 4	<p><u>Concept study: Belonging</u></p> <p>Students will examine the way texts represent the concept of belonging. They will appreciate the way perceptions of belonging are shaped by personal, social, historical and cultural contexts. Students will study a range of texts including poems, visual texts, digital and multimedia to understand how the form, media and the composers' choices shape meaning. They will write in a variety of forms including the personal essay.</p>	Connections Culture	Personal & cultural expression	<i>A sense of belonging emerges from the connections within a culture.</i>	C (i, ii, iii) D (i, ii, iv, v)	Communication skills Thinking skills: Critical thinking & creative thinking	Representation Task (IC)

## MYP Scope & Sequence – Year 9 Mathematics

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<p><u>Crunching the Numbers</u></p> <p>Students will investigate the rules of probability and will discover how probability can be used in real life situations such as predicting weather and determining the cost for various forms of insurance. Students will gain an understanding of how statistics is used in society and how businesses use statistics to drive change. Students will learn to analyse the data to identify data that is presented in misleading graphs.</p>	<p>Relationships</p> <p>Quantity</p> <p>Simplification</p> <p>Equivalence</p>	Scientific & Technical Innovation	<i>Numbers of any magnitude can be represented in scientific forms and communicated through statistical data.</i>	A & C	<p>Social – Collaboration Skills</p> <p>Self-Management – Organisation Skills</p>	In-class test
Term 2-3	<p><u>Balancing the Finances</u></p> <p>During this unit, students will expand their knowledge and skills related to equations, linear relationships and financial mathematics. As the unit develops the students will inquiry into how these areas are both unique and connected in real-life scenarios. The unit will investigate the connections between these areas of Mathematics allowing students to focus on conceptual understanding. Simple real-life problems such as cost and profit relationships will be used, and students will use their mathematical knowledge to predict outcomes and make decisions to improve financial security.</p>	<p>Logic</p> <p>Equivalence</p> <p>Model</p> <p>Change</p>	Globalisation & Sustainability	<i>Developing models and using formulae describes real life situations.</i>	B & D	<p>Self-Management- Affective Skills</p> <p>Thinking - Transfer Skills</p>	In class Investigation task
Term 3-4	<p><u>All Shapes &amp; Sizes</u></p> <p>During this unit students will review their knowledge of indices and algebraic fractions. They will expand on their knowledge of measurement and discover the clear importance of length, area and volume in our everyday lives. Students will explore the real-world applications of quadratics in architecture and design. Students will be able to apply their knowledge of indices, algebraic fractions and quadratic equations to solve measurement problems.</p>	<p>Form</p> <p>Equivalence</p> <p>Simplification</p> <p>Approximation</p>	Scientific & Technical Innovation	<i>Modelling problems such as those involving measurement, using a logical process helps us to understand the world.</i>	B & D	Communication – Communication Skills	Take home Investigation task with in-class validation component
Term 4	<p><u>Who Put the Tri in Triangle?</u></p> <p>Euclidean geometry is quite formal and justifies many of the geometrical foundations we know and use in many aspects of Mathematics. Students have already studied Pythagoras' theorem as an extension to the usefulness of equations, however, this knowledge will be extended to connect Pythagoras' theorem and Euclidean geometry, hence, developing the understanding of Trigonometry. The study of Trigonometry is required in many real-world applications such as surveying, satellite navigation, astronomy and architecture.</p>	<p>Logic</p> <p>Representation</p> <p>Models</p>	Scientific & Technical Innovation	<i>Triangles are one of the simplest geometrical figures, yet they have varied applications.</i>	A & C	Self-Management - Reflection Skills	In-class test

## MYP Scope & Sequence – Year 9 Science

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<p><u>Smart Energy</u> This unit explores the technology and science of smartphones and devices; in particular the nature of electricity and electromagnetic waves. Energy transformations and energy efficiency are addressed, followed by an examination of the impact of (increasing) human energy usage on the earth and possible solutions.</p>	<p>Relationships Patterns Models Evidence Consequences</p>	Globalisation & Sustainability	<i>Our increasing use of digital devices calls for smarter use of energy to power them.</i>	B (i, ii, iii, iv) C (i, ii, iii, iv, v)	<p>Communication skills Self-management skills: Organisation Thinking skills: Critical thinking</p>	In-class test: Experiment design & data analysis.
Term 2	<p><u>Living Systems</u> Students will gain an appreciation of the interdependence of living things and how they interact with each other and the environment. Students gain an understanding of how the structure of living things relates to the functions that their body systems perform and how these features aid their survival. They investigate the importance of conservation in maintaining sustainability of the environment.</p>	<p>Systems Balance Consequences</p>	Identities and Relationships	<i>Coordinated responses in systems require organisation and communication.</i>	A (i, ii, iii) D (i, ii, iii, iv)	<p>Thinking: Transfer Research: Media Literacy Research: Information Literacy</p>	<p>Research Booklet with In-class test</p>
Term 3	<p><u>Earth &amp; the Environment</u> The Earth has gradually changed over billions of years and is a dynamic system. This unit looks at the forces that change the geosphere and the impacts humans make to the Earth and the effects of these impacts on the other spheres of the Earth.</p>	<p>Change Models Consequences Development</p>	Orientation in Space & Time	<i>The surface and atmosphere of the Earth are the result of billions of years of gradual cycles of change.</i>	A (i, ii, iii) D (i, ii, iii, iv)	<p>Communication skills Research skills: Information literacy Thinking skills: Creative thinking</p>	<p>Video creation of a plate boundary and in-class test.</p>
Term 4	<p><u>Chemical Classification</u> This unit studies the organisation and classification of elements. It also details how scientists change and improve theories over time by looking at the atomic theory and the development of the periodic table. This unit describes what matter is made up of and how the arrangement of these particles dictates the chemical properties of these elements.</p>	<p>Relationships Models Evidence Form</p>	Personal and Cultural Expression	<i>The development of our modern ideas about matter, including the periodic table, is a story about the creative work of philosophers and chemists from a variety of cultures and over a long time.</i>	B (i, ii, iii, iv) C (i, ii, iii, iv, v)	<p>Thinking skills: Critical thinking Self-management skills: Affective skills</p>	<p>Practical Report</p>

## MYP Scope & Sequence – Year 9 Individuals & Societies (History)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Studied on rotation with Individuals &amp; Societies (Geography)</b>	<u>Making a Better World</u> What were the changing features of the movement of peoples from 1750 to 1918? How did new ideas and technological developments contribute to change in this period?	Systems Identity Interdependence	Identities & Relationships	<i>Systems play an important role in the formation of national and personal identities and influence our relationships.</i>	A (i, ii) (Year 5)  D (i, ii, iii, iv) (Year 3)	Communication skills Social skills Self-management skills	Hand-in – Multi-modal task
	<u>World Wars I &amp; II</u> What was the origin, development, significance and long-term impact of imperialism in this period? What was Australia's involvement in WWI and WWII? What was the significance of World Wars I and II?	Global interactions Significance Causality Conflict	Orientation in Space & Time	<i>Orientation in space and time can have a significant impact on the causes of conflict within global interactions.</i>	B (i, ii, iii, iv) (Year 3)  C (i, ii, iii) (Year 5)	Self-management: Affective skills, Reflection Thinking skills: Critical thinking	At home research & identifying sources. In-class writing task.

## MYP Scope & Sequence – Year 9 Individuals & Societies (Geography)

Studied on rotation with Individuals & Society (History)	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
	<p><u>Changing places</u> Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.</p>	<p>Change Patterns and trends Causality Processes</p>	<p>Globalisation &amp; Sustainability</p>	<p><i>Differences in human development are measured and addressed to ensure global human sustainability.</i></p>	<p>B (i, ii, iii, iv) C (i, ii, iii) D (i, ii, iii, iv)</p>	<p>Communication skills Self-management skills: Organisation Research skills: Information literacy</p>	<p>Hand-in task: Research plan and fieldwork investigation</p>
	<p><u>Sustainable Biomes</u> Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues.</p>	<p>Global interactions Processes Scale Sustainability</p>	<p>Globalisation &amp; Sustainability</p>	<p><i>The processes of the physical and human environments need to interact sustainably to produce food, fibre and industrial materials.</i></p>	<p>A (i, ii, iii)</p>	<p>Communication skills Self-management skills: Organisation Research skills: Information literacy, Media literacy Thinking skills: Critical thinking, Transfer</p>	<p>Topic test</p>

## MYP Scope & Sequence – Year 9 Language Acquisition

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<u>Retail Therapy</u> This unit investigates the various means by which consumers can acquire goods. There will be the opportunity to compare and contrast between the target language and the learners first language and/ or current situation. This will include stores, markets and online options. Also, the different ways of paying and what is most popular in each country. Language around how to buy goods in different circumstances will also be investigated.	Communication Context Purpose	Scientific & technical Innovation	<i>Technology has revolutionised how we interact.</i>	A – Listening  B - Reading	Communicati on skills	In class task
Term 2	<u>Post School Options</u> This unit investigates what options students have available to them and what they wish to pursue post school. Students will express their post school options linguistically in their target language. There will be a focus on the spoken and written word for this topic.	Creativity Message Function	Personal & Cultural Expression	<i>Creativity allows meaning and self-expression.</i>	C- Speaking  D - Writing	Self- management skills: Reflection	In class task
Term 3	<u>Last Weekend</u> This unit focuses on past plans. Students will express this linguistically in their target language. They will also consider the cultural influence on the types of activities teenagers focus on in the target country.	Connections Purpose Structure	Identities & Relationships	<i>Existing structures can be used to express new ideas.</i>	B – Reading  D - Writing	Research skills: Information literacy	In class task
Term 4	<u>My House, My Home</u> This unit is a focus on the home, the family and the roles family members have in the home. The students will also look at the cultural influences on these roles. The language will involve rooms of the house, types of houses and chores around the home. A discussion on what are traditional chores and non- traditional chore allocations may also happen, and what is the cultural influence on these.	Culture Context Empathy	Orientation in Space & Time	<i>Empathy allows us to understand others.</i>	A – Listening  C- Speaking	Thinking skills: Critical thinking	In class task

## MYP Scope & Sequence – Year 9 PDHPE

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1 - Theory	<u>The Mind Matters</u> This unit explores mental health aspects that affect young people.	Communication Balance	Globalization and sustainability	<i>The health of mind is the key to our overall health</i>	A (I, ii, iii)	Communication Social	Create a poster to remind people who are experiencing mental health issues that they are valuable and not alone. Include contact details for professional and community support services on the poster.
Term 2 - Theory	<u>It Couldn't Happen to Me</u> This unit explores drug taking and the various risks involved for young people.	Change Environment	Orientation in space and time	<i>Drugs are something that impact others, not me</i>	A (I, ii, iii)	Research Thinking	Design a health promotion campaign to reduce the incidence of drug use at dance parties.
Term 3 - Theory	<u>Respectful Relationships</u> This unit explores relationships and the ideas around inclusivity, equality and respect.	Relationships Interaction	Identities and relationships	<i>Everybody needs inclusive, equal and respectful relationships in their lives.</i>	A (I, ii, iii)	Communication Self-management	Create a digital presentation raising awareness and gathering support for an issue affecting young people and their relationships with others.
Term 4 - Theory	<u>Risky Business</u> This unit looks at a range of health issues affecting people and the various risks involved.	Development Adaptation Choice	Personal and cultural expression	<i>Managing life's challenges in a positive manner has the greatest benefits for the individual.</i>	A (I, ii, iii)	Social Research	Evaluate the strategy used to influence young men in the road safety campaign – no one thinks big of you.
Term 1 - Prac	<u>Game Strategies</u> This unit uses Field games as the lens for exploring various strategies used in sport.	Relationships Function Movement	Fairness and development	<i>Understanding rules, strategies and tactics in a positive team environment improves performance</i>	C (i, ii, iii) D (i, ii, iii)	Communication Social	Practical assessment of games strategies used in a range of sports and activities
Term 2 - Prac	<u>Feel the Force</u> This unit explore how force impacts on our sporting performances.	Communication Energy Systems	Scientific and technical innovation	<i>Executing high level sporting movements to the best of our ability is achieved through change as a result of interactions with peers and teachers</i>	B (i, ii) C (i, ii, iii) D (i, ii, iii)	Communication Thinking	Practical assessment striking skills

Term 3 - Prac	<u>Hip Hop</u> This unit focuses on developing Hip-Hop skills and the development of a group routine.	Development Refinement	Personal and cultural expression	<i>A successful performance  requires creativity and group  cohesion</i>	B (i, ii) C (i, ii, iii)	Social Self- management	Create a Hip-Hop dance routine as a group
Term 4 - Prac	<u>Play Fair</u> This unit focuses on providing inclusive environments for all to experience success in sport.	Change Perspective Space	Identities and relationships	<i>Including everyone in sport  increases enjoyment for all</i>	C (i, ii, iii)	Social Self- management	Practical assessment of various court sport skills

## MYP Scope & Sequence – Year 9 Arts (Drama)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<u>Building Blocks</u> <ul style="list-style-type: none"> <li>• Elements of drama</li> <li>• Introduction to improvisation</li> <li>• Introduction to acting skills</li> <li>• Context, text and subtext</li> </ul>	Communication Play Role	Identities & Relationships	<i>Through play and experimentation, we can discover how people express their experiences of the world.</i>	A (i, ii, iii) B (i, ii) C (i, ii, iii)	Communicati on skills	Pair performance and logbook  (Week 9)
Term 2	<u>Playbuilding</u> <ul style="list-style-type: none"> <li>• Children's theatre</li> <li>• Introduction to playbuilding</li> <li>• Types of stages</li> </ul>	Change Composition Audience	Personal & Cultural Expression	<i>Cultural expression can take many forms.</i>	B (i, ii) C (i, ii, iii) D (i, ii, iii)	Thinking skills: Creative thinking Social skills: Collaboration Self- management skills: Reflection	Group Performance and logbook  (Week 8)
Term 3	<u>Page to Stage</u> <ul style="list-style-type: none"> <li>• Roles in the theatre</li> <li>• The rehearsal process</li> <li>• Introduction to directing</li> <li>• Prompt copy work</li> </ul>	Identity Structure Role	Orientation in Space & Time	<i>Processes to convey meaning to audiences are influenced by time and space.</i>	A (i, ii, iii) B (i, ii)	Social skills: Collaborati on Self- management skills: Organisation	Individual performance and group production plus logbook component  (Week 9)
Term 4	<u>Performance Poetry</u> Introduction to movement.	Communication Interpretation	Personal & Cultural Expression	<i>The process of artistic creation uses a variety of forms of expression.</i>	B (i, ii) C (i, ii, iii) D (i, ii, iii)	Thinking skills: Creative thinking Social skills: Collaboration	Small group performance  (Week 5)

## MYP Scope & Sequence – Year 9 Arts (Music)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	MYP Objectives	ATL skills	Summative Task
<b>Term 1</b>	<u>Rock Music</u> <ul style="list-style-type: none"> <li>• History and Overview of Rock – Blues, Gospel, Country and Early Pioneers</li> <li>• Bands – British Invasion</li> <li>• 1970’s, 1980’s – Changing Characteristics</li> <li>• 1990’s, 2000’s – Morphing Genres</li> </ul>	Audience Composition Expression	Identities & Relationships	<i>We establish relationships to identify, express and promote human connection.</i>	Criterion C i. ii. iii Thinking Creatively  Criterion D i. ii.iii Responding	Thinking skills Self- management skills: Organisation	Rock Composition
<b>Term 2</b>	<u>Baroque &amp; Classical</u> <ul style="list-style-type: none"> <li>• Baroque – Introduction Historical Perspective</li> <li>• Baroque Characteristics</li> <li>• Bach – Toccata and Fugue Vivaldi – Four Seasons ‘Spring’</li> <li>• Handel – Messiah Classical - Introduction Historical</li> <li>• Haydn, Mozart – “Lacrymosa” Choral Performance</li> </ul>	Aesthetics Structure Innovation	Orientation in Space & Time	<i>Structure formalises both process and product.</i>	Criterion A: i, ii, iii Knowing & Understanding  Criterion B: i, ii. Developing Skills	Thinking skills: Transfer Self- management skills	<u>Listening Task</u> Listening Appraisal Baroque/Classical Music  <u>Solo Performance</u> Students perform a Classical & Baroque Phrase Excerpt. Extension: Baroque or Classical Solo Piece on own instrument.
<b>Term 3</b>	<u>Music of a Culture</u> <ul style="list-style-type: none"> <li>• Indian Music – Characteristics, Rhythmic Cycles</li> <li>• Ragas African Music – Introduction – Listening and Characteristics (Polyrhythms) Pentatonic Scales</li> <li>• Ireland</li> <li>• Naidoc Week: incorporate an indigenous group for music cultural understanding.</li> </ul>	Identity Genre Narrative	Personal & Cultural Expression	<i>How we express ourselves defines our identity.</i>	Criterion C i. ii. iii Thinking Creatively  Criterion D i. ii.iii Responding	Thinking skills: Creative thinking, Critical thinking Self- management skills: Reflection	Composition Task (Cultural Study)

<b>Term 4</b>	<u>Australian Music</u> <ul style="list-style-type: none"> <li>• Australian Music Overview</li> <li>• Elena Kats-Chernin – ‘Russian Rag’</li> <li>• Betty Beath – ‘Earth Spirit’</li> <li>• Cold Chisel – “Choir Girl”</li> <li>• Dragon – “Are You Old Enough”</li> </ul>	Change Boundaries Role	Globalisation & Sustainability	<i>Embracing change is essential to understanding our role in society.</i>	<p>Criterion A: i, ii, iii Knowing &amp; Understanding</p> <p>Criterion B: i, ii. Developing Skills</p>	<p>Research skills: Media literacy Thinking skills: Critical thinking, Creative thinking, Transfer Self-management: Reflection</p>	<p>Listening Appraisal</p> <p>Solo Performance</p>
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## MYP Scope & Sequence – Year 9 Arts (Visual Art)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Term 1-2</b>	<p><u>Art and Culture</u> A cultural, structural and subjective investigation of social identity and the conventions used to make artworks representing the relationships between human-kind, belief and social values. Students use the conceptual framework to investigate and develop meanings and select and use signs and symbols to represent cultural identity. In critical and historical studies students investigate, interpret and explain the cultural significance of signs and symbols used by different cultures in different times and places.</p>	Aesthetics Visual Culture	Personal & Cultural Expression	Artworks from past and present can communicate beliefs to an audience.	A (i, ii, iii) B (i, ii) C (i, ii, iii) D (i, ii, iii)	Communication skills Self-Management skills: Reflection Research skills: Information Literacy Thinking skills: Creative thinking, transfer	Artmaking & drawing  Historical & Critical submission
<b>Term 3-4</b>	<p><u>Art and imagination</u> Through the conceptual framework, the subjective and cultural frames students examine the conventions used to make artworks representing the subconscious elements of dreams, fears, fantasies and spontaneity. They investigate Surrealist techniques in their artmaking. In critical and historical studies students investigate, interpret and explain the artwork of Surrealist artists and how the movement reflected the world of the artist in a historical context.</p>	Communication Expression Boundaries	Orientation in Space & Time	The choice of media and representation can influence the way the artist develop and communicates ideas to an audience	A (i, ii, iii) B (i, ii) C (i, ii, iii) D (i, ii, iii)	Self-Management skills: Reflection Research skills: Information Literacy Thinking skills: - Creative thinking Communication skills Social skills: Collaboration	Hebel Block Sculpture  Historical & Critical Submission

## MYP Scope & Sequence – Year 9 Arts (Photography and Digital Media)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Term 1-2</b>	<p><u>Investigating Light &amp; Darkroom Practice</u> Students explore photography using analogue camera. They investigate the technical and compositional elements of creating an image. In Critical and Historical Study students investigate photographic practice historically and learn about the history of photography. Students continue with Wet Photography and Darkroom Practice where they learn about the traditional method of creating a black and white photograph. They explore the conventions of using a darkroom and the many technical complexities of producing a quality photograph. In Critical and Historical Study students analyse and write about the work of key photographers and their own work.</p>	Change Innovation	Scientific & Technical Innovation	<i>The invention of new technologies has influenced how artists have represent the world.</i>	A (i, ii, iii) B (i, ii) C (i, ii, iii) D (i, ii, iii)	Communication skills Self-Management skills: Reflection Research skills: Information Literacy Thinking skills: Creative thinking, Transfer	Historical & critical submission  Photographs & journal
<b>Term 3-4</b>	<p><u>Creating Narratives</u> Students use Photography to create and or tell a story through photographic stills Students evaluate how artists and photographers use their medium to tell stories and create narratives in their work.</p>	Communication Narrative Interpretation	Personal & Cultural Expression	<i>Body language, setting and mood (in photography) can radically influence the way a message is interpreted by an audience.</i>	A (i, ii, iii) B (i, ii) C (i, ii, iii) D (i, ii, iii)	Communication skills Self-Management skills: Reflection Research skills: Information Literacy, Media Literacy Thinking skills: Creative thinking	Historical & critical submission  Photographs & journal

## MYP Scope & Sequence – Year 9 Design (Design and Technology)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<u>Introduction &amp; First Design and Major Project (Chair)</u> <ul style="list-style-type: none"> <li>• Intro to First Project</li> <li>• Safety (Onguard)</li> <li>• Revise MYP Design Terminology</li> <li>• Ergonomics &amp; Function in Design</li> <li>• Parts/Cutting lists and Costings</li> <li>• Drawing and design (orthographic/Pictorial)</li> <li>• Relate Technologies to Practical Projects Metal vs Wood</li> </ul>	Development Ergonomics Function	Personal & Cultural Expression	<i>Products that are designed to meet individuals ergonomic requirements can also function adequately to a wider audience</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills Self-management skills: Organisation, Reflection Research skills: Information Literacy, Media Literacy Thinking skills: Critical & Creative thinking	Chair Design and Model making Broken into 2 sections, SEM
Term 2	<u>Second Design Project (Marketing Poster)</u> <ul style="list-style-type: none"> <li>• Commence Second Design Project (Marketing Poster)</li> <li>• Designing and Drawing Isometric and Orthographic Drawing</li> <li>• Associated Wood and Metal Theory</li> <li>• Aesthetic Aspects of Design</li> <li>• Intellectual Property</li> <li>• Marketing</li> <li>• Visualising solutions / model making</li> <li>• Finishes, Sanding Nails &amp; Screws.</li> <li>• Use of Welder and Grinder (depending on job)</li> </ul>	Communication Markets and Trends Sustainability	Scientific & Technical Innovation	<i>Using appropriate and targeted communication allows for sustainable uptake from Markets</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills Self-management skills: Organisation, Reflection Research skills: Information Literacy, Media Literacy Thinking skills: Critical & Creative thinking	Advertisement and Promotion for Chair task
Terms 3-4	<u>Continue First Project (Chair)</u> <ul style="list-style-type: none"> <li>• Reading drawings</li> <li>• Sustainability of natural resources</li> <li>• Completion of Plan and Diary of Construction</li> <li>• Completion of Major Design Project</li> <li>• Effective Evaluation</li> </ul>	Development Adaption Form	Personal & Cultural Expression	<i>Adaption of form allows for personal expression to occur without compromising function</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills Self-management skills: Organisation, Reflection Research skills: Information Literacy, Media Literacy Thinking skills: Critical & Creative thinking	Chair construction

## MYP Scope & Sequence – Year 9 Design (Food Technology)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<u>Food in Australia</u>	Communities Adaption	Identities & Relationships	<i>What role does culture, identity and relationships have on the adaptation of the Australian cuisine.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Organisation Information literacy Media Literacy Critical thinking Creative thinking	<b>Practical:</b> Approximately Week 6  <b>Theory:</b> Approximately Week 8
Term 2	<u>Food Selection &amp; Health</u>	Development Evaluation	Identities & Relationships	<i>With relation to health and nutrition what impact does change and evaluation have on the individuals health and relationship with food.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Organisation Information Literacy Media Literacy Critical thinking Creative thinking Transfer Collaboration	<b>Practical:</b> Approximately Weeks 4 - 7  <b>Theory:</b> Approximately Week 8
Term 3	<u>Food for Specific Needs</u>	Communities Function	Identities & Relationships	<i>When looking at food for special needs what function does the community and different identities play in fostering relationships within the global community</i>	A (all strands) B (all strands)	Communication Organisation Affective Reflective Information Literacy Media Literacy Critical thinking Creative thinking Collaboration	<b>Practical:</b> Approximately Weeks 4-6  <b>Theory:</b> Approximately Week 8
Term 4	<u>Food Trends</u>	Communities Markets & trends	Personal & Cultural Expression	<i>When researching new food trends what impact does the global food market and personal and cultural expression have on the offerings available.</i>	C (all strands) D (all strands)	Communication Organisation Affective Reflective Information Literacy Creative thinking	<b>Practical:</b> Approximately Weeks 4-5  <b>Theory:</b> Approximately Week 4

## MYP Scope & Sequence – Year 9 Design (Engineering Technology – iSTEM)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Term 1</b>	<u>STEM Fundamentals &amp; Principles</u> · Scientific method · WHS and Risk Management · Properties of Materials · Fundamental Mechanics · Problem Solving activities · Sketching, Interpreting Drawing, Design in Engineering Project 1 Balsa Bridge	Systems Markets & trends	Identities & Relationships	<i>Discovering mathematical relationships can lead to a better understanding of how environmental systems evolve.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills, Collaboration Organisation Skills, Affective Reflection Skills, Information Literacy Skills, Media Literacy Skills, Critical Thinking Skills, Creative Thinking Skills, Transfer	Project 1 Balsa Bridge
<b>Term 2</b>	<u>Mechatronics 1</u> · Project 2 Programming micro bit · Mechatronic Components Programming logic	Systems Function	Identities & Relationships	<i>Timely interaction with clients using appropriate communication techniques drives design decisions.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills, Collaboration Organisation Skills, Reflection Skills, Information Literacy Skills, Critical Thinking Skills, Transfer	Project 2 Programming micro bit

Term 2	<u>Mechatronics 2</u> · Sensors and Transducers · Project 2a · Logic Gates and Control Technology · Mechatronic Components Programming and Computations Project 2 Programming Tetrix robot	Development Function	Personal & Cultural Expression	<i>Systems that are designed to meet an individual's requirements can increase their ability to function within the world.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills, collaboration Organisation Skills, affective Reflection Skills, Information Literacy Skills, Critical Thinking Skills, Creative Thinking Skills, Transfer	Project 3 Programming Tetrix robot
Term 3	<u>Aerodynamics</u> - aerodynamics principles - dynamic, static friction - lift/drag ratios - lift, drag, weight, thrust - finite Element Analysis (FEA) flight	Development Innovation Function	Scientific & Technical Innovation	<i>Combining existing ideas can create innovative, aesthetically pleasing products that will solve a need.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills, Collaboration Organisation Skills, Affective Reflection Skills, Information Literacy Skills, Critical Thinking Skills, Creative Thinking Skills, Transfer	Project 4a Bottle rocket
Term 4	<u>Computer aided drawing</u> - aerodynamics principles - dynamic, static friction - lift/drag ratios - lift, drag, weight, thrust - Finite Element Analysis (FEA) flight	Development Innovation Function	Scientific & Technical Innovation	<i>Combining existing ideas can create innovative, aesthetically pleasing products that will solve a need.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication Skills, collaboration Organisation Skills, Affective Reflection Skills, Information Literacy Skills, Media Literacy Skills, Critical Thinking Skills, Creative Thinking Skills, Transfer	Project 4b Balsa Plane

## MYP Scope & Sequence – Year 9 Design (Textiles and Design)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Semester 1</b>	<p><b>Design:</b> Students will explore a variety of focus areas and textiles designers from those focus areas, whilst also addressing historical, cultural and contemporary sources off inspiration. Students will be exposed to a variety of elements and principals of design as well as addressing the factors that affect design through a variety of different colouration and decorative techniques.</p> <p><b>Project Work:</b> Students will be exposed to a modified version of a stage 6 Textiles and Design folio which covers areas such as Design inspiration, developing design ideas, communication techniques, experimentations and justifying choices. Their practical products require understandings of planning, interpreting and modifying existing designs, calculating materials to be used and clothing labels that need to be applied.</p>	<p>Aesthetics</p> <p>Resources</p>	<p>Personal and Cultural Expression –</p>	<p><i>Exploring personal and cultural expression through the understanding of aesthetics, through learning elements and principals of design and incorporating a variety of resources.</i></p>	<p><b>Task 1 – Design FORMATIVE– Pin Cushion</b> Students are to make a pin cushion as their starter to textiles. Building base skills and confidence with the sewing machine. This then becomes a functional and useable product for the remainder of their 2-year course.</p> <p><b>Task 1 – Design Part A – Animal inspired bag or soft toy + Sections 1 and 3 of the folio.</b> Students are to make a bag or a soft toy that has been inspired by an animal. They must demonstrate their understanding of colour, functional and aesthetic features, elements and principals of design and incorporate 2 colouration and 2 decorative features within the product.</p> <p><b>Task 1 – Design Part B – Felt Monster + Sections 2 and 4 of the folio.</b> Students are to design and make a felt monster, demonstrating their understanding of hand sewing skills. Students must incorporate a minimum of 3 different hand sewing stitches, display creative ways to make their monster look real through colour choice, design and 3D attachments.</p>	<p>Communication Collaboration Organisation Affective Reflection Information literacy Media literacy Critical thinking Creative thinking Transfer</p>	N/A
							A (i, ii, iii, iv) C (i. ii. iii. Iv.)
							B (i, ii, iii, iv) D (i, ii, iii, iv)

<b>Semester 2</b>	<p><b>Historical Perspectives of textiles:</b> Students will explore the historical, technological and social circumstances that have impacted development of textiles, look at historical design features and their contemporary design features.</p> <p><b>Cultural Perspectives of textiles:</b> Students will explore textiles as a medium of self-expression, discover different cultures and how they express themselves through textiles features and design.</p> <p><b>Project Work:</b> Students will be exposed to a modified version of a stage 6 Textiles and Design folio which covers areas such as Design inspiration, developing design ideas, communication techniques, experimentations and justifying choices. Their practical products require understandings of planning, interpreting and modifying existing designs, calculating materials to be used and clothing labels that need to be applied.</p>	Relationships Culture	Personal and Cultural Expression –	<i>Exploring Personal and Cultural Expression through the understanding of relationships and culture.</i>	<p><b>Task 2 – Textiles and Society Pj’s and Full Folio</b> Students are to design and create a pair of pyjamas. Students need to make sure that they incorporate a pocket of some description, include buttons, include a motif embroidered and must have a collar and facing. This time students will complete a full folio to accompany the pyjamas.</p>	Communication Collaboration Organisation Affective Reflection Information literacy Media literacy Critical thinking Creative thinking Transfer	A (all strands) B (all strands) C (all strands) D (all strands)
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## MYP Scope & Sequence – Year 9 Design (Information Software Technology)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Term 1</b>	<p><u>Hardware</u> A student selects, maintains and appropriately uses hardware for a range of tasks. Also: justifies responsible practices and ethical use of information and software technology.</p> <ol style="list-style-type: none"> <li>1. Functions That Hardware Performs;</li> <li>2. Hardware Components;</li> <li>3. Microprocessors;</li> <li>4. Classification of Computer Hardware;</li> <li>5. Hardware Solutions;</li> <li>6. Troubleshooting;</li> <li>7. Care and maintenance of hardware systems</li> </ol>	<p>Systems Form Function Innovation</p>	<p>Globalisation &amp; Sustainability</p>	<p><i>The responsible manufacture and disposal of hardware components is essential for a sustainable environment.</i></p>	<p>A (all strands) B (all strands) C (all strands) D (all strands)</p>	<p>Social skills: Collaboration Self-Management skills: Organisation Research skills: Information literacy</p>	<p>Video submission</p>
<b>Term 2</b>	<p><u>Design, Produce &amp; Evaluate</u> A student describes and applies problem-solving processes when creating solutions. Also designs, produces and evaluates appropriate solutions to a range of challenging problems</p> <ol style="list-style-type: none"> <li>1. Defining and Analysing the Problem;</li> <li>2. Designing Possible Solutions;</li> <li>3. Producing Solutions;</li> <li>4. Evaluation Criteria;</li> <li>5. Methods Of Evaluation;</li> <li>6. Management;</li> <li>7. Communication Techniques;</li> <li>8. Collaboration and Group Work</li> </ol> <p><u>Data handling</u> A student acquires and manipulates data and information in an ethical manner.</p> <ol style="list-style-type: none"> <li>1. Data and information;</li> <li>2. Data forms;</li> <li>3. Data coding;</li> <li>4. Data sources;</li> <li>5. Data types;</li> <li>6. Data transmission types;</li> <li>7. Data storage and function;</li> </ol>	<p>Systems Evaluation Function Perspective</p> <p>Systems Form Function</p>	<p>Identities &amp; Relationships</p> <p>Globalisation &amp; Sustainability</p>	<p><i>The use of functional evaluation techniques ensures satisfactory results for any design project. A combination of techniques that gathers both quantitative and qualitative data will yield the most comprehensive results.</i></p>		<p>Communication skills Social skills: Collaboration Self-Management skills: Organisation, Reflection Research skills: Information literacy Thinking skills: Creative thinking Self-Management skills: Organisation, Affective skills Research skills: Information literacy</p>	<p>No task No task</p>

	8. Data compression techniques; 9. Data security						
<b>Term 3</b>	<p><u>Authoring &amp; Multimedia</u> This option provides an opportunity for project development in multimedia. It will allow students to develop skills using authoring software in developing multimedia products. The project should incorporate three data types into a multimedia product controlled by a computer.</p> <ol style="list-style-type: none"> <li>1. Multimedia products;</li> <li>2. Data types;</li> <li>3. Authoring software systems;</li> <li>4. Project development</li> </ol>	Communication Collaboration Markets & trends	Personal & Cultural Expression	<i>Different digital media techniques allow opportunity for individual and collaborative expression</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication skills Social: Collaboration skills Self-Management skills: Organisation Research skills: Media literacy Thinking skills: Creative thinking	Create an animated business logo
<b>Term 4</b>	<p><u>Digital Media</u> This option examines and analyses different digital media products and their uses across a variety of contexts. It allows students to develop skills in the design and production of a digital media product of at least two data types.</p> <ol style="list-style-type: none"> <li>1. The purpose of digital media;</li> <li>2. Types of digital media products;</li> <li>3. Data types for digital media products;</li> <li>4. Manipulation techniques;</li> <li>5. Digitisation process of data types;</li> <li>6. Factors affecting file size; Display and distribution</li> </ol>	Communication Function Innovation	Scientific & Technical Innovation	<i>Designers adapt the form in which information is communicated in order to make it accessible to the end user.</i>	A (all strands) B (all strands) C (all strands) D (all strands)	Communication skills Social: Collaboration skills Self-Management skills: Organisation Research skills: Media literacy Thinking skills: Creative thinking, Transfer	Major Project

## MYP Scope & Sequence – Year 9 Multi-disciplinary (Agriculture)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	<p><b>Introduction to Agriculture</b></p> <ul style="list-style-type: none"> <li>What is agriculture; A brief history of agriculture in Australia.</li> <li>Significant people in agricultural development.</li> <li>The range of agricultural enterprises and products in Australian agriculture.</li> <li>Factors which determine where agricultural production is located.</li> <li>Introduce OH&amp;S in agricultural situations; Working safely in the field.</li> <li>Production of small scale crops and vegetables.</li> </ul> <p>Portfolio contents and construction.</p>	Development and resources	Fairness and Development	<i>The Development of Agriculture has allowed Australia to become a resource-rich environment.</i>	N/A	Thinking skills: Social Skills:  Communication Self-management skills:  Research skills:	Closed book examination at the end of Term 1 (NESA grade)
Term 2	<p><b>“Prime Lamb And Wool Production”</b></p> <p>Sheep in Animal Production 2 provides students with opportunities to gain a more in-depth understanding of animal production in the context of animal-based enterprises. Students investigate environmental sustainability, financial viability, available technologies and ethical considerations of animal enterprises.</p> <p>Students are provided with opportunities to gain firsthand practical experiences in raising and managing animals in the context of agricultural enterprises.</p>	Systems, Markets and Trends	Globalization and Sustainability	<i>The sustainability of different sheep systems are dependent on consumer markets and trends.</i>	IDU criteria A,B,C all strands	Thinking skills: Analyse the current growing methods for certain sheep and suggest ways to make these more sustainable.  Social Skills: Demonstrate teamwork with other students while discussing the problems in Australian Ag and how to solve them	Advertising campaign (MYP grade)
Term 3	<p><b>“Poultry Production”</b></p> <p><i>Poultry production is an essential part of the Australian community, How poultry commodities are produced and processed is an important part of the students’ agricultural knowledge. Explain the types of commodities and their role in Australia’s Agricultural environment as well as the different management techniques that farmers have used in the</i></p>	Communication and Markets and trends	Scientific and technical innovation	Communication to all stakeholders based on markets and trends will see Scientific and technical information become crucial in Agricultural industries.	IDU criteria A,B,C all strands	Thinking skills: Analyse the current growing methods for growing poultry and suggest ways to make these more	Design Presentation (MYP grade)

	<i>raising of good quality agriculture commodities especially vegetables.</i>					<p>sustainable.</p> <p>Social Skills: Demonstrate teamwork with other students while discussing the problems in Australian Ag and how to solve them.</p> <p>Communication Skills: Develop a verbal presentation</p> <p>Self-management skills: Plan the creation of the poultry presentation in your word doc.</p> <p>Research skills: research reasons why poultry may be improved.</p>	
<b>Term 4</b>	<b>"Grapes"</b>	Communities and sustainability	Globalization and Sustainability	<i>Various agriculture communities rely on the sustainability of their product as well as the pressures of globalization.</i>	N/A	<p>Thinking skills: Analyse the current growing methods for growing poultry and suggest ways to make these more sustainable.</p>	Closed book exam (NESA grade)

## MYP Scope & Sequence – Year 9 Multi-disciplinary (Big History)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
Term 1	Between Nothing and Everything	Causality Deity Tradition	Orientation in Space and Time	<i>Exploring the origins of the universe through multiple perspectives allows us to appreciate our place within it.</i>	<b>A: Evaluating</b> <b>B: Synthesising</b>	<b>Thinking Skills:</b> applying critical thinking <b>Communication skills:</b> reading and writing <b>Self-management skills:</b> managing conflicting perspectives	Guided essay: <b>Investigation:</b> Why do we look at things from far away and close-up?
Term 1- 2	Big Bang, Stars and Chemical Elements	Knowledge, Belief, Energy, Form	Scientific and Technical Innovation	<i>Looking at the same information from different perspectives paves the way for progress</i>	<b>B: Synthesising</b> <b>C: Reflecting</b>	<b>Communication Skills:</b> communicating through interaction <b>Collaboration skills:</b> teamwork <b>Self-Management skills:</b> practicing resilience	Views of the Universe <b>Debate</b>
Term 2-3	The Solar System and Life on Earth	Being and Becoming, Causality, Function, Transformation	Fairness and Development	<i>Small things can cause huge change.</i>	<b>A: Evaluating</b> <b>C: Reflecting</b>	<b>Thinking skills:</b> creativity and transfer <b>Reflection skills:</b> identify strengths and weaknesses <b>Self-Management skills:</b> organisation	<b>Presentation task:</b> Fleeing the Surface of the Earth OR Predicting Disaster
Term 3- 4	What makes humans different?	Human Nature, Identity, Culture	Personal and Cultural Expression	<i>How we express ourselves defines who we are.</i>	<b>A: Evaluating</b> <b>B: Synthesising</b>	<b>Research skills:</b> information literacy <b>Thinking skills:</b> critical thinking <b>Communication skills:</b> using written language effectively	Guided essay: <b>Investigation:</b> What makes humans different from other species?

Term 4	Mini-PBL: Little Big History 1	N/A
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## MYP Scope & Sequence – Year 9 Multi-disciplinary (Commerce and Citizenship)

	Unit title & content summary	Key concepts Related concepts	Global context	Statement of inquiry	Assessment Objectives	ATL skills	Summative Task
<b>Term 1</b>	<p><u>Consumer and Financial Decisions</u></p> <p>Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.</p>	<p>Systems</p> <p>Ethics</p>	<p>Scientific and Technical innovation</p> <p>(How do we understand the world in which we live)</p>	<p><i>Laws and mechanisms protect consumers in their financial interactions and decisions.</i></p>	<p>Knowledge and Understanding</p> <p>A (I, ii)</p> <p>Thinking Critically</p> <p>D (I,ii,iii,iv)</p> <p>Communicating</p> <p>C ( I,ii,iii)</p>	<p>Thinking skills – Critical thinking and Transfer</p> <p>Self Management – Organisation and reflection</p> <p>Communication</p>	<p>Consumer Protection</p> <p>Media release presented as a news segment, podcast, magazine article or boardgame</p>
<b>Term 2</b>	<p><u>Investing</u></p> <p>Students explore the range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry.</p> <p><u>The Economic and Business Environment</u></p> <p>develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.</p>	<p>Strategy</p> <p>Global interactions</p>	<p>Orientation in Space and Time</p> <p>(What is the meaning of where and when)</p>	<p><i>Data can be analysed to make informed and ethical investment decisions.</i></p> <p>The Economic and Business Environment</p> <p><i>Our increasingly globalised world effects the decisions of Australian consumers and businesses.</i></p>	<p>Investigating</p> <p>B (I,ii,iii,iv)</p> <p>Thinking Critically</p> <p>D (I,ii,iii,iv)</p>	<p>Research Skills</p> <p>Self Management Skills – organisation, Reflection</p> <p>Thinking Skills – Critical Thinking, Transfer</p>	<p>ASX Sharemarket Game – Researching, Building a portfolio and tracking investment.</p>

Term 3	<p><u>The Economic and Business Environment (cont) integrating Running a Business</u></p> <p>Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.</p>	<p>Connections Relationships Competition Innovation Globalisation</p>	<p>Globalisation and Sustainability</p> <p>(How is everything connected?)</p>	<p>(cont)</p> <p><i>Our increasingly globalised world effects the decisions of Australian consumers and businesses.</i></p>	<p>Knowledge and Understanding</p> <p>A (I, ii)</p> <p>Communicating</p> <p>C ( I,ii,iii)</p>	<p>Collaboration</p> <p>Self Management – Organisation and reflection</p> <p>Social Skills</p>	<p>Market Day</p> <p>Student devise their own business, construct a mini business plan</p>
Term 4	<p><u>Promoting and Selling</u></p> <p>Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers.</p>	<p>Communication</p> <p>Creativity</p> <p>Aesthetics</p>	<p>Personal and Cultural Expression)</p> <p>(What is the nature and purpose of Creative Expression)</p>	<p><i>Business use a variety of mediums to connect and influence consumers.</i></p>	<p>Investigating</p> <p>B (I,ii,iii,iv)</p>	<p>Research Skills – Media Literacy</p> <p>Communication</p>	<p>Marketing presentation based on their own Market Stall business or a business of their choice.</p>

# 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> <ul style="list-style-type: none"> <li>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. perceptively analyses the effects of the creator's choices on an audience</li> <li>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</li> <li>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes sophisticated use of organizational structures that serve the context and intention effectively</li> <li>ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> <li>iii. makes excellent use of referencing and formatting tools to create an effective presentation style.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</li> <li>iii. selects extensive relevant details and examples to develop ideas with precision.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</li> <li>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</li> <li>v. makes effective use of non-verbal communication techniques</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes competent use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a coherent and logical manner</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</li> <li>ii. writes and speaks competently in a</li> </ul>

	<ul style="list-style-type: none"> <li>ii. competently analyses the effects of the creator's choices on an audience</li> <li>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.</li> </ul>	<p>with ideas building on each other</p> <ul style="list-style-type: none"> <li>iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<p>substantial exploration of, and critical reflection on, new perspectives and ideas</p> <ul style="list-style-type: none"> <li>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</li> <li>iii. selects sufficient relevant details and examples to develop ideas.</li> </ul>	<p>register and style that serve the context and intention</p> <ul style="list-style-type: none"> <li>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</li> <li>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</li> <li>v. makes sufficient use of appropriate non-verbal communication techniques.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides adequate analysis of the effects of the creator's choices on an audience</li> <li>iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</li> <li>iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes adequate use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with some degree of coherence and logic</li> <li>iii makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</li> <li>iii. selects some relevant details and examples to develop ideas.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. sometimes writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</li> <li>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</li> <li>v. makes some use of appropriate non-verbal communication techniques.</li> </ul>

1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides limited analysis of the effects of the creator's choices on an audience</li> <li>iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology</li> <li>iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes minimal use of organizational structures though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a minimal degree of coherence and logic</li> <li>iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</li> <li>iii. selects few relevant details and examples to develop ideas.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a limited range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</li> <li>iv. spells/writes and pronounces with limited accuracy; errors often hinder communication</li> <li>v. makes limited and/or inappropriate use of non-verbal communication techniques</li> </ul>
0	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.

## MYP Achievement Criteria – Mathematics

Achievement Level	Criterion A Knowing & Understanding	Criterion B Investigating Patterns	Criterion C Communicating	Criterion D Applying Mathematics in real-life contexts
<b>7-8</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select and apply mathematical problem-solving techniques to discover complex patterns</li> <li>ii. describe patterns as general rules consistent with correct findings</li> <li>iii. prove, or verify and justify, these general rules.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. consistently use appropriate mathematical language</li> <li>ii. use appropriate forms of mathematical representation to consistently present information correctly</li> <li>iii. move effectively between different forms of mathematical representation</li> <li>iv. communicate through lines of reasoning that are complete, coherent and concise</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select appropriate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</li> <li>iv. justify the degree of accuracy of the solution</li> <li>v. justify whether the solution makes sense in the context of the authentic real-life situation</li> </ul>
<b>5-6</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select appropriate mathematics when solving challenging problems in familiar situations</li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select and apply mathematical problem-solving techniques to discover complex patterns</li> <li>ii. describe patterns as general rules consistent with findings</li> <li>iii. verify the validity of these general rules.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. usually use appropriate mathematical language</li> <li>ii. usually use appropriate forms of mathematical representation to present information correctly</li> <li>iii. usually move between different forms of mathematical representation</li> <li>iv. communicate through lines of reasoning that are complete and coherent</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>iv. explain the degree of accuracy of the solution</li> </ul>

			v. present work that is usually organized using a logical structure.	v. explain whether the solution makes sense in the context of the real-life situation.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select appropriate mathematics when solving more complex problems in familiar situations</li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. apply mathematical problem-solving techniques to discover simple patterns</li> <li>ii. suggest general rules consistent with findings.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. use some appropriate mathematical language</li> <li>ii. use appropriate forms of mathematical representation to present information adequately</li> <li>iii. communicate through lines of reasoning that are complete</li> <li>iv. adequately organize information using a logical structure.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply mathematical strategies to reach a solution to the authentic real-life situation</li> <li>iv. discuss whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select appropriate mathematics when solving simple problems in familiar situations</li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns</li> <li>ii. state predictions consistent with patterns.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. use limited mathematical language</li> <li>ii. use limited forms of mathematical representation to present information</li> <li>iii. communicate through lines of reasoning that are difficult to interpret.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify some of the elements of the authentic real-life situation</li> <li>iii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.</li> </ul>
0	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.

## 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"> <li>i. explain scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations</li> <li>iii. analyse and evaluate information to make scientifically supported judgments.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. explain a problem or question to be tested by a scientific investigation</li> <li>ii. formulate and explain a testable hypothesis using correct scientific reasoning</li> <li>iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected</li> <li>iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize, transform and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and explain results using correct scientific reasoning</li> <li>iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. evaluate the validity of the method based on the outcome of a scientific investigation</li> <li>v. explain improvements or extensions to the method that would benefit the scientific investigation</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. explain the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. consistently apply scientific language to communicate understanding clearly and precisely</li> <li>iv. document sources completely.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. describe scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</li> <li>iii. analyse information to make scientifically supported judgments.</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. describe a problem or question to be tested by a scientific investigation</li> <li>ii. formulate and explain a testable hypothesis using scientific reasoning</li> <li>iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected</li> <li>iv. design a complete and safe method in which he or she selects</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and explain results using scientific reasoning</li> <li>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. discuss the validity of the method based on the outcome of a scientific investigation</li> </ul>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. describe the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. usually apply scientific language to communicate</li> </ul>

		appropriate materials and equipment.	v. describe improvements or extensions to the method that would benefit the scientific investigation.	understanding clearly and precisely  iv. usually document sources correctly.
3-4	The student is able to:  i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. interpret information to make scientifically supported judgments.	The student is able to:  i. outline a problem or question to be tested by a scientific investigation  ii. formulate a testable hypothesis using scientific reasoning  iii. outline how to manipulate the variables, and outline how relevant data will be collected  iv. design a safe method in which he or she selects materials and equipment.	The student is able to:  i. correctly collect and present data in numerical and/or visual forms  ii. accurately interpret data and explain results  iii. outline the validity of a hypothesis based on the outcome of a scientific investigation  iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation	The student is able to:  i. summarize the ways in which science is applied and used to address a specific problem or issue  ii. describe 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	The student is able to:  i. state scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. interpret information to make judgments.	The student is able to:  i. state a problem or question to be tested by a scientific investigation  ii. outline a testable hypothesis  iii. outline the variables  iv. design a method, with limited success.	The student is able to:  i. collect and present data in numerical and/or visual forms  ii. interpret data  iii. state the validity of a 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.	The student is able to:  i. outline the ways in which science is used to address a specific problem or issue  ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor  iii. apply scientific language to communicate understanding but does so with limited success  v. document sources, with limited success.
0	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> 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"> <li>i. consistently uses a wide range of terminology effectively</li> <li>ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence</li> <li>ii. formulates and effectively follows a comprehensive action plan to investigate a research question</li> <li>iii. uses research methods to collect and record appropriate, varied and relevant information</li> <li>iv. thoroughly evaluates the investigation process and results.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is completely appropriate to the specified format</li> <li>iii. consistently documents sources of information using a recognized convention.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a detailed discussion of concepts, issues, models, visual representation and theories</li> <li>ii. synthesizes information to make valid, well-supported arguments</li> <li>iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations</li> <li>iv. thoroughly interprets a range of different perspectives and their implications.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a range of terminology accurately and appropriately</li> <li>ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a clear and focused research question and explains its relevance</li> <li>ii. formulates and follows a substantial action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record appropriate, relevant information</li> <li>iv. evaluates the process and results of the investigation.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is mostly appropriate to the specified format</li> <li>iii. often documents sources of information using a recognized convention.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. discusses concepts, issues, models, visual representation and theories</li> <li>ii. synthesizes information to make valid arguments</li> <li>iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations</li> <li>iv. interprets different perspectives</li> </ul>

				and their implications.
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses some terminology accurately and appropriately</li> <li>ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a research question that is clear and focused and describes its relevance in detail</li> <li>ii. formulates and somewhat follows a partial action plan to investigate a research question</li> <li>iii. uses a research method(s) to collect and record mostly relevant information</li> <li>iv. evaluates some aspects of the process and results of the investigation.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is somewhat appropriate to the specified format</li> <li>iii. sometimes documents sources of information using a recognized convention.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. analyses concepts, issues, models, visual representation and theories</li> <li>ii. summarizes information to make arguments</li> <li>iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations</li> <li>iv. interprets different perspectives and some of their implications.</li> </ul>
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses limited relevant terminology</li> <li>ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a research question that is clear or focused and describes its relevance</li> <li>ii. formulates a limited action plan to investigate a research question or does not follow a plan</li> <li>iii. collects and records limited information, not always consistent with the research question</li> <li>iv. makes a limited evaluation of the process and results of the investigation.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a limited way</li> <li>iii. documents sources of information in a limited way.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. analyses concepts, issues, models, visual representation and theories to a limited extent</li> <li>ii. summarizes information to a limited extent to make arguments</li> <li>iii. describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations</li> <li>iv. identifies different perspectives and minimal implications.</li> </ul>
O	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.

## MYP Achievement Criteria – Language Acquisition – Emergent Level

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

3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i identifies <b>some</b> stated information (facts and/or opinions) in a variety of simple authentic texts</li> <li>ii identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii identifies <b>basic</b> connections in simple authentic texts</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>basic range</b> of vocabulary</li> <li>ii. uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>some</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i uses a <b>basic range</b> of vocabulary</li> <li>ii uses a <b>limited range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii organises information in a <b>recognizable</b> format <b>using a range of basic</b> cohesive devices</li> <li>iv communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context</li> </ul>
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i identifies <b>minimal</b> stated information (facts and/or opinions) in a variety of simple authentic texts</li> <li>ii identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii identifies <b>basic</b> connections in simple authentic texts</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited range</b> of vocabulary</li> <li>ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>limited</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i uses a <b>limited range</b> of vocabulary</li> <li>ii uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>iii presents <b>some information</b> in a <b>partially recognizable</b> format <b>using some basic</b> cohesive devices</li> <li>iv communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context</li> </ul>
0	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>

## MYP Achievement Criteria – Language Acquisition – Capable Level

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

3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple and some complex authentic texts</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i identifies <b>some</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>ii identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>iii identifies <b>basic</b> connections in simple and some complex authentic texts</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>basic range</b> of vocabulary</li> <li>ii. uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>some</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i uses a <b>basic range</b> of vocabulary</li> <li>ii uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii organises information in a <b>recognizable</b> format <b>using a range of basic</b> cohesive devices</li> <li>iv communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context</li> </ul>
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i identifies <b>minimal</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>ii identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>iii identifies <b>basic</b> connections in simple and some complex authentic texts</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited range</b> of vocabulary</li> <li>ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>limited</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i uses a <b>limited range</b> of vocabulary</li> <li>ii uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>iii organises <b>some information</b> in a <b>recognizable</b> format <b>using some basic</b> cohesive devices</li> <li>iv communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context</li> </ul>
0	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors above.</p>

## MYP Achievement Criteria - PDHPE

Achievement Level	Criterion A Knowing and Understanding	Criterion B Planning for Performance	Criterion C Applying and Performing	Criterion D Reflecting and Improving
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. explains physical and health education factual, procedural and conceptual knowledge</li> <li>ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations</li> <li>iii. applies physical and health terminology consistently and effectively to communicate understanding.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops goals to enhance performance</li> <li>ii. designs, explains and justifies a plan to improve physical performance and health.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates and applies a range of skills and techniques effectively</li> <li>ii. demonstrates and applies a range of strategies and movement concepts effectively</li> <li>iii. analyses and applies information to perform effectively.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. explains and demonstrates strategies to enhance interpersonal skills</li> <li>ii. analyses and evaluates the effectiveness of a plan based on the outcome</li> <li>iii. analyses and evaluates performance.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies physical and health education factual, procedural and conceptual knowledge</li> <li>ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations</li> <li>iii. applies physical and health terminology</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. explains goals to enhance performance</li> <li>ii. designs and explains a plan to improve physical performance and health.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates and applies a range of skills and techniques</li> <li>ii. demonstrates and applies a range of strategies and movement concepts</li> <li>iii. analyses and applies information to perform.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. describes and demonstrates strategies to enhance interpersonal skills</li> <li>ii. analyses the effectiveness of a plan based on the outcome</li> <li>iii. explains and evaluates performance.</li> </ul>

	consistently to communicate understanding.			
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. outlines physical and health education factual, procedural and conceptual knowledge</li> <li>ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations</li> <li>iii. applies physical and health terminology to communicate understanding.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. outlines goals to enhance performance</li> <li>ii. constructs and describes a plan to improve physical performance and health.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates and applies skills and techniques</li> <li>ii. demonstrates and applies strategies and movement concepts</li> <li>iii. identifies and applies information to perform.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. outlines and demonstrates strategies to enhance interpersonal skills</li> <li>ii. explains the effectiveness of a plan based on the outcome</li> <li>iii. describes and summarizes performance.</li> </ul>
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. states physical and health education factual, procedural and conceptual knowledge</li> <li>ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations</li> <li>iii. applies physical and health terminology to communicate understanding with limited success.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies goals to enhance performance</li> <li>ii. constructs a plan to improve physical performance and health.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates and applies skills and techniques with limited success</li> <li>ii. demonstrates and applies strategies and movement concepts with limited success</li> <li>iii. recalls information to perform.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies and demonstrates strategies to enhance interpersonal skills</li> <li>ii. outlines the effectiveness of a plan based on the outcome</li> <li>iii. outlines and summarizes performance.</li> </ul>
O	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.

## MYP Achievement Criteria - Arts

Achievement Level	Criterion A Knowing & Understanding	Criterion B Developing skills	Criterion C Thinking Creatively	Criterion D Responding
<b>7-8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology</li> <li>ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent</li> <li>ii. demonstrates an excellent range and depth of creative-thinking behaviours</li> <li>iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs meaning with depth and insight and effectively transfers learning to new settings</li> <li>ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her</li> <li>iii. presents an excellent critique of the artwork of self and others.</li> </ul>
<b>5-6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology</li> <li>ii. demonstrates substantial understanding of the role of the art form in</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent</li> <li>ii. demonstrates a substantial range and depth of creative-thinking behaviours</li> <li>iii. demonstrates substantial exploration of ideas to purposefully</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs appropriate meaning and regularly transfers learning to new settings</li> <li>ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her</li> <li>iii presents a substantial critique of</li> </ul>

	<p>original or displaced contexts</p> <p>iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.</p>		<p>shape artistic intention through to a point of realization.</p>	<p>the artwork of self and others.</p>
3-4	<p>The student:</p> <p>i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology</p> <p>ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts</p> <p>iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p>	<p>The student:</p> <p>i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.</p>	<p>The student:</p> <p>i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent</p> <p>ii. demonstrates an adequate range and depth of creative-thinking behaviours</p> <p>iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.</p>	<p>The student:</p> <p>i. constructs adequate meaning and occasionally transfers learning to new settings</p> <p>ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her</p> <p>iii. presents an adequate critique of the artwork of self and others.</p>
1-2	<p>The student:</p> <p>i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology</p> <p>ii. demonstrates limited understanding of the role of the art form in original or displaced contexts</p> <p>iii. demonstrates limited use of acquired knowledge to</p>	<p>The student:</p> <p>i. demonstrates limited acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates limited application of skills and techniques to create, perform and/or present art.</p>	<p>The student:</p> <p>i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent</p> <p>ii. demonstrates a limited range or depth of creative-thinking behaviours</p> <p>iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.</p>	<p>The student:</p> <p>i. constructs limited meaning and may transfer learning to new settings</p> <p>ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her</p> <p>iii. presents a limited critique of the artwork of self and others.</p>

	purposefully inform artistic decisions in the process of creating artwork.			
O	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.

## MYP Achievement Criteria – Design

Achievement Level	Criterion A Inquiring & Analysing	Criterion B Developing ideas	Criterion C Creating the solution	Criterion D Evaluating
<b>7-8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. explains and justifies the need for a solution to a problem for a client/target audience</li> <li>ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently</li> <li>iii. analyses a range of existing products that inspire a solution to the problem in detail</li> <li>iv. develops a detailed design brief, which summarizes the analysis of relevant research.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research</li> <li>ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others</li> <li>iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification</li> <li>iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. demonstrates excellent technical skills when making the solution.</li> <li>iii. follows the plan to create the solution, which functions as intended and is presented appropriately</li> <li>iv. fully justifies changes made to the chosen design and plan when making the solution.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution</li> <li>ii. critically evaluates the success of the solution against the design specification based on authentic product testing</li> <li>iii. explains how the solution could be improved</li> <li>iv. explains the impact of the product on the client/target audience.</li> </ul>
<b>5-6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. explains the need for a solution to a problem for a specified client/target audience</li> <li>ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops design specifications, which outline the success criteria for the design of a solution</li> <li>ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. demonstrates competent technical skills when making the solution</li> <li>iii. creates the solution, which functions as</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. designs relevant testing methods, which generate data, to measure the success of the solution</li> <li>ii. explains the success of the solution against the design specification based on relevant product testing</li> </ul>

	<ul style="list-style-type: none"> <li>iii. analyses a range of existing products that inspire a solution to the problem</li> <li>iv. develops a design brief, which explains the analysis of relevant research.</li> </ul>	<ul style="list-style-type: none"> <li>iii. presents the chosen design and justifies its selection with reference to the design specification</li> <li>iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.</li> </ul>	<ul style="list-style-type: none"> <li>intended and is presented appropriately</li> <li>iv. describes changes made to the chosen design and plan when making the solution.</li> </ul>	<ul style="list-style-type: none"> <li>iii. describes how the solution could be improved</li> <li>iv. explains the impact of the solution on the client/target audience, with guidance</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. outlines the need for a solution to a problem for a specified client/target audience</li> <li>ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance</li> <li>iii. analyses one existing product that inspires a solution to the problem</li> <li>iv. develops a design brief, which outlines the analysis of relevant research.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. lists some design specifications, which relate to the success criteria for the design of a solution</li> <li>ii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others</li> <li>iii. justifies the selection of the chosen design with reference to the design specification</li> <li>iv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan</li> <li>ii. demonstrates satisfactory technical skills when making the solution</li> <li>iii. creates the solution, which partially functions and is adequately presented</li> <li>iv. outlines changes made to the chosen design and plan when making the solution.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. designs a relevant testing method, which generates data, to measure the success of the solution</li> <li>ii. outlines the success of the solution against the design specification based on relevant product testing</li> <li>iii. outlines how the solution could be improved</li> <li>iv. outlines the impact of the solution on the client/target audience.</li> </ul>
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. states the need for a solution to a problem for a specified client/target audience</li> <li>ii. develops a basic design brief, which states the findings of relevant research.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. lists some basic design specifications for the design of a solution</li> <li>ii. presents one design, which can be interpreted by others</li> <li>iii. creates incomplete planning drawings/diagrams.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates minimal technical skills when making the solution</li> <li>ii. creates the solution, which functions poorly and is presented in an incomplete form.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. designs a testing method, which is used to measure the success of the solution</li> <li>ii. states the success of the solution.</li> </ul>
0	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.	The student <b>does not</b> reach a standard described by any of the descriptors above.

## MYP Achievement Criteria - Interdisciplinary Learning

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