



MYP* YEAR 7 CURRICULUM BOOKLET

2021 – 2022

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Introduction

At Nexus, we aim to nurture and support every learner’s emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. In addition, we promise to treat our learners as individuals and offer them an innovative and progressive environment which will allow them to attain their goals.

Achievement of the best possible examination results and admission to the most appropriate tertiary education or place of employment is one of these goals. So, too, is the full realisation of all of a learner’s talents; the appreciation of the value of hard work, the development of independent critical thinking, and the mastering of skills, competence in languages and digital literacy, for example, that are essential in the modern world.

English Language and Learning Support teams assist learners who are experiencing particular learning difficulties, allowing them to be successful and access our curriculum.

Our programme offers learners a broad and balanced educational experience with challenging academic programmes and extra-curricular opportunities designed to cater for the specific needs, interests, talents and aspirations of learners from a wide range of cultural backgrounds. Our learners are challenged, supported and nurtured by experienced and highly qualified educators to achieve their full potential as young adults and future global leaders.

This booklet contains an overview of our curriculum for Year 7.

Academic Year	Year 7	Year 8	Year 9	Year 10 & 11	Year 12 & 13
2021- 2022	MYP	English National Curriculum	English National Curriculum	IGCSE	IBDP
2022 - 2023	MYP	MYP	English National Curriculum	IGCSE	IBDP
2023 - 2024	MYP	MYP	MYP	IGCSE	IBDP

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The Year 7 Curriculum

Learners in Year 7 follow the International Baccalaureate Middle Years Programme (MYP) which includes the following subjects:

- Arts (Drama, Music and Visual Art)
- Design
- Individuals and Societies (History and Geography)
- Language Acquisition (Mandarin or French)
- Language and Literature (English)
- Mathematics
- Physical and Health Education (PHE)
- Science
- Interdisciplinary learning between two or more of the above
- PSHEi

Learners study the MYP for three years (Y7 to Y9). Teaching and learning in the MYP is framed by inquiry, action and reflection. Or more simply 'asking, doing and thinking'. Each topic is concept driven and set within a global context. The MYP framework has 8 equally weighted subject groups, and learners are given equal time for each of the groups in the timetable.

There is a comprehensive pastoral programme (PSHEi) to support the social and emotional wellbeing of learners that runs alongside the subject curriculum. The model for delivery varies; in some cases this will be drop down days and assemblies or it may be a part of afternoon reflection time.

ASSESSMENT AND REPORTING

Learners are assessed regularly in a variety of ways appropriate to the subject and the type of learning being undertaken. For example, learners will complete end-of-topic tests, complete extended written assignments or be observed preparing creative work. For MYP, we report criteria grades against the rubric as they happen. We use Canvas to facilitate this live reporting process.

There will be at least one detailed piece of feedback per subject per term shared with learners and parents via Canvas. This will clearly identify what the learner has done well and what the learner needs to work on.

Each subject area has four assessment criteria, each of these is marked out of eight. An overview of the subject criteria (A, B, C and D) can be seen in the next table. Criteria are used to reference what a learner has achieved in a given task.

IB-MYP Subject Group Assessment Criteria

Subject	A	B	C	D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Speaking	Reading	Writing
Language & Literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

To arrive at a grade for each subject group, all four criteria must be completed. An indicative grade is awarded at the end of the first semester and then a final grade is awarded at the end of the second semester. MYP grades are not based on averages. The scores for each criteria are added and the sum of these is used to arrive at the learner’s final achievement grade for each subject.

For example, for Mathematics, the criteria are:

- **Criterion A:** Knowing and understanding;
- **Criterion B:** Investigating patterns;
- **Criterion C:** Communicating;
- **Criterion D:** Applying mathematics in real-life contexts.

Subject	Semester Grade / 7	MYP Criterion / 8			
		A	B	C	D
Mathematics - Mr Sonny Feng	6	5	6	7	8

The **Semester Grade** (i.e. 6) is calculated by adding all of the criteria scores together ($5+6+7+8=26$) and referencing it against the International Baccalaureate MYP grade boundaries below.

Total Criteria Score	1-5	6-9	10-14	15-18	19-23	24-27	28-32
MYP Semester Grade	1	2	3	4	5	6	7

This learner is currently working at a level 6 in Mathematics.

The MYP grade descriptors are included on the next page. The descriptor outlines what a typical learner can do when they are working at each of the grades.

In order to communicate information about each individual's progress and development, we report MYP grades and their descriptors each semester. Learners are tracked against their personal CAT 4 data. CAT 4 scores are an indicator of how a learner should be performing and are based on a large sample of international learners with a similar profile. Nexus aims to personalise tracking of individual learners' progress rather than expect whole cohorts to achieve the same level. This data does not limit the attainment of any learner and is used to initiate conversations around capabilities and guide learners as to how they are progressing.

Feedback is given to learners as a regular feature of their learning in the classroom. There are also formal learning conferences twice a year which provide the opportunity for a three way conference between the learner, parents and teacher.

MYP GRADE DESCRIPTORS

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 most 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 classroom 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.

HOME LEARNING

Home learning is important because it provides learners with:

- An opportunity to follow up passions and interests they develop around things they are learning about;
- Consolidation and fluency building opportunities that build subject confidence;
- Inquiry and investigative opportunities to deepen knowledge and challenge themselves;
- Vital practice of Approaches to Learning (ATL) skills such self-management and organisational skills.

Home learning will be relevant and have clear learning intentions that are related to curriculum goals. Most parents expect their children to undertake home learning and it is one way we develop a strong learning focused relationship between learners, teachers and parents. Home learning provides an opportunity to share formative feedback and help a learner reach their goals. The amount of home learning is not fixed and will increase as the learner moves up the school to meet the demands of each curriculum. There is an expectation that secondary learners will become more independent and autonomous as they move up the school, learning how to prioritise different subject demands and deadlines.

Home learning is shared with learners and parents through Canvas and deadlines will allow learners to complete it to the best of their ability. Home learning will never be set for the next day, there will always be a few days between setting and submission. Home learning does not always have to be written and subject areas will select activities that best support the curriculum goals.

Ultimately learners will need to apply learning to new and unfamiliar contexts to be successful, home learning can provide opportunity to do this. For home learning to be useful, both teachers and learners must use the information gained from the home learning to adjust teaching and learning in order to meet the learner's needs.

Parents / Guardians should support their children to complete home learning by encouraging them to do the work at a regular time each night, in a suitable location free from distractions. By helping children understand what is expected and checking what home learning has been set, parents can gain an insight into what is being learned and help their child feel the family is part of the learning journey. Discussing learning rather than tasks in the home environment strengthens the connections between home and school and ultimately empowers the learner. Work should always be authentically completed by the learner and not be plagiarized or the work of an adult at home. If your child / ward is struggling with a task please let the class teacher know. It is never the intention to set home learning that causes undue anxiety.

ATTENDANCE

It is self-evident that attendance and achievement at school go hand in hand.

We expect all children to attend school every day that classes are provided. The only reasons for not attending are medical and genuine emergencies. Families should strive not to plan family holidays during term times and should always request leave in advance of any planned absence.

An attendance roll is taken at the start of each day and attendance records are maintained on Engage (our School Management Information System). Learners who hold a Student's Pass must also meet

the minimum attendance requirement of 90% as required by the Immigration and Checkpoints Authority (ICA). Families should advise the school, in advance, when children are not able to attend. The school contacts families in the case of unexplained absences.

TUTOR GROUPS

Learners are placed in a tutor or homeroom group, which is overseen by a tutor. Tutor groups meet every afternoon for reflection time as well as additional PSHE lessons. Tutors are the first point of contact for learners experiencing difficulties, or for parents with any concerns.

Learners are taught in their tutor groups for most of the school day. The groups are arranged following consideration of a number of factors, including gender and nationality.

LEARNING RESOURCE HUB - SUPPORTING THE CURRICULUM

Year 7 and 8 learners are timetabled to visit the Learning Resource Hub (LRH) each week during their English lessons. Learners are encouraged to change their reading books, taught how to select appropriate reading material, and are encouraged to share and discuss their reading choices. Time is set aside for reading for pleasure. The LRH supports the school in the facilitation of recreational and reading development, and learners are welcome to visit the LRH at lunchtimes and after school.

During Years 7, 8 and 9, learners are taught explicitly how to undertake research, using an inquiry-driven model. This occurs within the context of concepts, approaches to learning and inquiry questions in main subject curriculum areas. Learners in Years 7 are taught the basic skills of referencing and bibliography writing using the Harvard Referencing System as a model. The skills required to do this effectively are developed with support from the Teacher Librarian and revisited in subsequent years.

RESIDENTIAL TRIPS

The mandatory Residential Visits are an integral part of the Secondary School curriculum and contribute to the fulfilment of the school's Mission Statement. They provide learners with an opportunity to develop through experience. One of the main aims is to involve them in activities and situations that they may not have experienced before and which encourage them to think about the values that they are applying and the attitudes they adopt.

Each visit, and its related activities, is planned to accomplish the following aims:

- Exploration of cultural, historical or physical environments with specific targets linked to the school's curriculum setting;
- Reinforcement of self-esteem and positive interaction amongst peers and staff outside of the classroom environment;
- Encourage team-building and leadership skills;
- Demonstrate service to the community.

Trips week will take place in October. The venues are likely to be:

- Year 7 – Tioman, Malaysia

- Year 8 – Telunas, Indonesia
- Year 9 – Chiang Mai, Thailand

RECREATION AND CO-CURRICULAR ACTIVITIES (CCAs)

Learners are encouraged to become involved in a number of activities during lunch break and after school. The specific activities offered vary from time to time, but include sports, drama, art, music and other creative pursuits. The Parent Zone on the school website hosts all the information about our Education Outside The Classroom (EOTC) programmes.

LEADERSHIP

The school provides many leadership opportunities for learners that empower learners to lead in a whole variety of contexts including whole-school events and learner-led initiatives. There are also a range of other opportunities for learner leadership from charity initiatives begun and led by learners, to Duke Of Edinburgh International Award Scheme, to leading assemblies, to service with younger learners and the community. Opportunities to be involved with Lead Learners are advertised in the Learner Bulletin.

MYP Arts

The aims of MYP Arts are to encourage and enable learners to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

COURSE OUTLINE

MUSIC

Learners study four units in Year 7 with a focus on creating, responding and performance. At Nexus we believe that a hands-on approach to music enables learners to form a joy for music nurturing life long learners. Our young musicians learn to work collaboratively, build confidence through performance and think creatively as we explore a wide range of music and cultures through experiences. Music is a subject where learners are encouraged to express themselves, explore and try new things. Learning music at Nexus can go beyond the classroom through instrumental lessons, participation in music ensembles and performances.

Units covered

- **Unit 1: Identity** - Exploring ukulele techniques and song writing, learners will utilise these skills to create a song about their own identity. This unit collaborates with art and drama.
- **Unit 2: The Orchestra** - Hearing, researching and playing instruments, learners will learn to understand and appreciate the aesthetics of music. Using the orchestra as a reference they will learn to identify the different families of instruments in an orchestra, understanding how the instruments create sound and their role within the orchestra and the music.
- **Unit 3: Drum Kit** - Learners will be able to understand the fundamentals of how a drum kit works. They will learn how to read drum kit notation and how to perform simple drum beats. They may learn how to add fills where appropriate and play along to a backing track, aiming to maintain a steady pulse.
- **Unit 4: Piano Stars** - Using the keyboard as a practical focus learners will learn about music theory and individually perform a variety of level appropriate pieces. Learners will also learn how to formulate chords on the keyboard and play popular music as a whole class.

VISUAL ART

During Year 7, learners are introduced to the elements and principles of Art, by investigating how other artists use line, space, shape, form, colour and texture to create art works. They will develop an understanding of how these formal elements become the building blocks of an artwork and the principles of how they are arranged. Learners will refine their problem solving skills by regularly reflecting on their evolving artwork, identifying areas to improve on and practically making changes. Learners are encouraged to respond to Art and the world around them, making connections between their own lives and experiences and the artwork that they explore and create. Learners investigate a variety of approaches towards creating artwork in Year 7 and rotate through a range of skills, techniques and processes throughout the year. The Visual Arts course promotes creativity, risk taking, self-value and self-expression. We aim to build confidence and independence in all of our learners through celebrating each individual's creative strengths and building resilient artists who respond positively to constructive feedback.

Units covered

- **Identity - Symbols of Me:** Learners will investigate the theme of 'Identity' through exploring the genre of still life. Learners will refine skills in observational drawing and develop application of colour to create a final composition using objects that act as symbols of their own identity.
- **Urban Sketches of Singapore:** Through reflecting on and responding to the world around them, learners will create a landscape artwork of Singapore. They will learn how to take inspiration from other artists and apply these influences to develop their own personal creative ideas.
- **Culture Clash! - Exploring Photomontage :** Learners will research two different cultures and consider how to combine and apply these visual influences within their own artwork. They will change the original context of the motifs, symbols and imagery to express their own unique interpretation. Through investigating the technique of photomontage, learners will consider the principle of Art 'balance' to create a layered image that explores cross cultural influences.
- **Pattern in Print:** The focus of this unit is to develop skills in the sophisticated technique of reductive linocut printmaking. Learners will inquire into the ways in which traditional printmaking methods can be changed through innovative technical processes. They will develop an understanding of how to use line and shape effectively and consider how to apply their chosen influences in innovative ways.

DRAMA

Learners study three units in Year 7 exploring exciting new skills such as how to use their voice, how to control their body language as well as good presentation and performance techniques. They will be introduced to the world of technical theatre, theatre history and participate in fun practical workshops, drama games, mini scenes and even learn how to operate stage lighting. Drama enables learners to become more self aware, work as a group in a supportive environment, and ultimately feel comfortable in their own skin. We promote individuality and Drama is a place where all learners are accepted and respected. Using key skills such as collaboration, confidence and communication, Drama provides the opportunity for learners to explore themselves and the world around them.

Units covered

- **Identity** : In term one we explore the idea of identity. What makes us who we are? How do we identify ourselves? This unit runs alongside Music and Art and culminates in a collaborative project where the learners will perform a short showcase combining a monologue, music and art work on the theme of Identity.
- **Production Elements:** During this unit the learners will explore the design elements of Drama and how these help to communicate messages and meaning to an audience. The learners will become designers and create and present a design concept for either set, lighting, costume, or sound.
- **Greek Theatre:** Learners will explore the origins of modern theatre and discover, through practical workshops, how the Greeks used ritual, masks, and synchronisation to develop Drama into what we know it today. Learners will put all their new skills and knowledge from the year into practice by participating in an end of year Greek Theatre showcase. All learners will experience the page to stage process and all will be included in the performance and production process.

ASSESSMENT FOR THE ARTS

Each unit of work is assessed according to the relevant MYP criteria Knowing and Understanding, Developing Skills, Thinking Creatively and Responding. All assessment, both formative and summative, is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

Criterion A: Knowing and understanding

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

- I. demonstrate awareness of the art form studied, including the use of appropriate language
- II. demonstrate awareness of the relationship between the art form and its context
- III. demonstrate awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates limited awareness of the art form studied, including limited use of appropriate language II. demonstrates limited awareness of the relationship between the art form and its context III. demonstrates limited awareness of the links between the knowledge acquired and artwork created.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language II. demonstrates adequate awareness of the relationship between the art form and its context III. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language II. demonstrates substantial awareness of the relationship between the art form and its context III. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language II. demonstrates excellent awareness of the relationship between the art form and its context III. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

Criterion B: Developing skills

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

- I. demonstrate the acquisition and development of the skills and techniques of the art form studied
- II. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1-2	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates limited acquisition and development of the skills and techniques of the art form studied II. demonstrates limited application of skills and techniques to create, perform and/or present art.
3-4	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates adequate acquisition and development of the skills and techniques of the art form studied II. demonstrates adequate application of skills and techniques to create, perform and/or present art.
5-6	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates substantial acquisition and development of the skills and techniques of the art form studied II. demonstrates substantial application of skills and techniques to create, perform and/or present art.
7-8	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates excellent acquisition and development of the skills and techniques of the art form studied II. demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

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

- I. identify an artistic intention
- II. identify alternatives and perspectives
- III. demonstrate the exploration of ideas.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies a limited artistic intention II. identifies limited alternatives and perspectives III. demonstrates limited exploration of ideas.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies an adequate artistic intention II. identifies adequate alternatives and perspectives III. demonstrates adequate exploration of ideas.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies a substantial artistic intention II. identifies substantial alternatives and perspectives III. demonstrates substantial exploration of ideas.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies an excellent artistic intention II. identifies excellent alternatives and perspectives III. demonstrates excellent exploration of ideas.

Criterion D: Responding

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

- I. identify connections between art forms, art and context, or art and prior learning
- II. recognize that the world contains inspiration or influence for art
- III. evaluate certain elements or principles of artwork.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies limited connections between art forms, art and context, or art and prior learning II. demonstrates limited recognition that the world contains inspiration or influence for art III. presents a limited evaluation of certain elements of artwork.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies adequate connections between art forms, art and context, or art and prior learning II. demonstrates adequate recognition that the world contains inspiration or influence for art III. presents an adequate evaluation of certain elements of artwork.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies substantial connections between art forms, art and context, or art and prior learning II. demonstrates substantial recognition that the world contains inspiration or influence for art III. presents a substantial evaluation of certain elements of artwork.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies excellent connections between art forms, art and context, or art and prior learning II. demonstrates excellent recognition that the world contains inspiration or influence for art III. presents an excellent evaluation of certain elements or principles of artwork.

MYP Design

The aims of MYP design are to encourage and enable learners to:

- enjoy the design process, developing an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

COURSE OUTLINE

Year 7 Design learners are introduced to design thinking concepts via four pillars of learning: technological innovation, inclusion and sustainability, market relationships, and materials testing. During each unit of work, learners learn a host of new design skills such as modelling, graphic design, and programming. They are encouraged to always bring their personal experiences and knowledge into the design thinking process in order to create original solutions to real-life problems. By the end of the academic year, learners build a presentable portfolio of work to showcase their skills and development as authentic designers.

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating. All assessment, both formative and summative, is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

Criterion A: Inquiring and analysing

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

- I. explain and justify the need for a solution to a problem
- II. state and prioritize the main points of research needed to develop a solution to the problem
- III. describe the main features of one existing product that inspires a solution to the problem
- IV. present the main findings of relevant research.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1-2	<p>The learner:</p> <ol style="list-style-type: none"> I. states the need for a solution to a problem II. states the findings of research.
3-4	<p>The learner:</p> <ol style="list-style-type: none"> I. outlines the need for a solution to a problem II. states some points of research needed to develop a solution, with some guidance III. states the main features of an existing product that inspires a solution to the problem IV. outlines some of the main findings of research.
5-6	<p>The learner:</p> <ol style="list-style-type: none"> I. explains the need for a solution to a problem II. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance III. outlines the main features of an existing product that inspires a solution to the problem IV. outlines the main findings of relevant research.
7-8	<p>The learner:</p> <ol style="list-style-type: none"> I. explains and justifies the need for a solution to a problem II. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance III. describes the main features of an existing product that inspires a solution to the problem IV. presents the main findings of relevant research.

Criterion B: Developing ideas

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

- I. develop a list of success criteria for the solution
- II. present feasible design ideas, which can be correctly interpreted by others
- III. present the chosen design
- IV. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. states one basic success criterion for a solution II. presents one design idea, which can be interpreted by others III. creates an incomplete planning drawing/diagram.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. states a few success criteria for the solution II. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others III. states the key features of the chosen design IV. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. develops a few success criteria for the solution II. presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others III. presents the chosen design stating the key features IV. creates a planning drawing/diagram and lists the main details for the creation of the chosen solution.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. develops a list of success criteria for the solution II. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others III. presents the chosen design describing the key features IV. creates a planning drawing/diagram, which outlines the main details for making the chosen solution.

Criterion C: Creating the solution

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

- I. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- II. demonstrate excellent technical skills when making the solution
- III. follow the plan to create the solution, which functions as intended
- IV. list the changes made to the chosen design and plan when making the solution.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates minimal technical skills when making the solution II. creates the solution, which functions poorly and is presented in an incomplete form.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution II. demonstrates satisfactory technical skills when making the solution III. creates the solution, which partially functions and is adequately presented IV. states one change made to the chosen design or plan when making the solution.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution II. demonstrates competent technical skills when making the solution III. creates the solution, which functions as intended and is presented appropriately IV. states one change made to the chosen design and plan when making the solution.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution II. demonstrates excellent technical skills when making the solution III. follows the plan to create the solution, which functions as intended and is presented appropriately IV. lists the changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

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

- I. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- II. outline the success of the solution against the design specification
- III. outline how the solution could be improved
- IV. outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. defines a testing method, which is used to measure the success of the solution II. states the success of the solution.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. defines a relevant testing method, which generates data, to measure the success of the solution II. states the success of the solution against the design specification based on the results of one relevant test III. states one way in which the solution could be improved IV. states one way in which the solution can impact the client/target audience.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. defines relevant testing methods, which generate data, to measure the success of the solution II. states the success of the solution against the design specification based on relevant product testing III. outlines one way in which the solution could be improved IV. outlines the impact of the solution on the client/target audience, with guidance.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. outlines simple, relevant testing methods, which generate data, to measure the success of the solution II. outlines the success of the solution against the design specification based on authentic product testing III. outlines how the solution could be improved IV. outlines the impact of the solution on the client/target audience.

MYP Individuals and Societies

The aims of MYP individuals and societies are to encourage and enable learners to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

COURSE OUTLINE

Term 1: What do historians and geographers do?

In the first term learners will examine the nature of History and Geography. There will be a key focus on developing the skills required in these subject areas. Learners will take on the role of historical detectives to solve the 5,000 year old mystery of Otzi the Iceman. They will also use the map work skills acquired to create their own fictional map.

Term 2: Why is the environment so important to individuals and societies?

In the second term we will examine environmental systems and the growing threats that they face. We will focus in depth on the oceans and rainforests and learners will explore the challenges these systems face and they will evaluate different approaches to managing them. The unit will conclude by asking learners to think about their own role as responsible global citizens and they will propose a course of action they could take. The unit will be supported by field trips to the rainforest and beach.

Term 3: How has colonisation shaped our world?

Term 3 examines the impact of colonisation. Learners will compare the nature and impact of colonisation in different parts of the world including Australia, Africa and Asia. There will be a key focus on the ways Singapore was shaped by colonialism and how its impact is still visible today. The unit will be supported by a field trip to key colonial sites in Singapore.

Term 4: Can protest bring about positive change?

The final unit of Year 7 considers the nature and effectiveness of protest. Learners will investigate a range of historical and contemporary protest movements including civil rights in the USA, womens suffrage, environmental groups and any movements that are currently in the news. Learners will complete a collaborative task to create their own peaceful protest campaign and their peers will evaluate its effectiveness.

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Knowing and Understanding, Investigating, Communicating and Thinking Critically. All assessment, both formative and summative,

is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

Criterion A: Knowing and understanding

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

- I. use vocabulary in context
- II. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. recognizes some vocabulary II. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses some vocabulary II. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses considerable relevant vocabulary, often accurately II. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. consistently uses relevant vocabulary accurately II. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

Criterion B: Investigating

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

- I. explain the choice of a research question
- II. follow an action plan to explore a research question
- III. collect and record relevant information consistent with the research question
- IV. reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1-2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies a research question II. follows an action plan in a limited way to explore a research question III. collects and records information, to a limited extent IV. with guidance, reflects on the research process and results, to a limited extent.
3-4	<p>The learner:</p> <ol style="list-style-type: none"> I. describes the choice of a research question II. partially follows an action plan to explore a research question III. uses a method or methods to collect and record some relevant information IV. with guidance, reflects on the research process and results with some depth.
5-6	<p>The learner:</p> <ol style="list-style-type: none"> I. describes the choice of a research question in detail II. mostly follows an action plan to explore a research question III. uses method(s) to collect and record often relevant information IV. reflects on the research process and results.
7-8	<p>The learner:</p> <ol style="list-style-type: none"> I. explains the choice of a research question II. effectively follows an action plan to explore a research question III. uses methods to collect and record consistently relevant information IV. thoroughly reflects on the research process and results.

Criterion C: Communicating

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

- I. communicate information and ideas with clarity
- II. organize information and ideas effectively for the task
- III. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a style that is not always clear II. organizes information and ideas in a limited way III. inconsistently lists sources, not following the task instructions.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is somewhat clear II. somewhat organizes information and ideas III. lists sources in a way that sometimes follows the task instructions.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is mostly clear II. mostly organizes information and ideas III. lists sources in a way that often follows the task instructions.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is completely clear II. completely organizes information and ideas effectively III. lists sources in a way that always follows the task instructions.

Criterion D: Thinking critically

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

- I. identify the main points of ideas, events, visual representation or arguments
- II. use information to justify an opinion
- III. identify and analyse a range of sources/data in terms of origin and purpose
- IV. identify different views and their implications.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies the main points of ideas, events, visual representation or arguments to a limited extent II. rarely uses information to justify opinions III. identifies the origin and purpose of limited sources/data IV. identifies some different views.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies some main points of ideas, events, visual representation or arguments II. justifies opinions with some information III. identifies the origin and purpose of sources/data IV. identifies some different views and suggests some of their implications.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies the main points of ideas, events, visual representation or arguments II. gives sufficient justification of opinions using information III. identifies the origin and purpose of a range of sources/data IV. identifies different views and most of their implications.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies in detail the main points of ideas, events, visual representation or arguments II. gives detailed justification of opinions using information III. consistently identifies and analyses a range of sources/data in terms of origin and purpose IV. consistently identifies different views and their implications

MYP Language Acquisition (French and Chinese)

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the learner's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the learner to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the learner to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the learner to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the learner to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

COURSE OUTLINE - FRENCH LANGUAGE ACQUISITION

The MYP French Language Acquisition course has been designed to meet the needs of learners who are completely new to the French Language as well as for those who have a number of years of experience. It develops learners' ability to understand authentic spoken and written texts and prepares them to share their ideas and experiences with others both in speaking and writing. They develop a broad vocabulary as well as an understanding of grammar and, as their confidence grows learners start to use the language with a greater spontaneity.

In addition to learning engagements organised by their teacher, all learners are expected to work independently to develop their vocabulary and to acquaint themselves with the culture(s) of those countries where French is spoken. They are encouraged to watch films, listen to music and build their vocabulary independently using learning apps, for example.

Units covered

- Unit 1: What does it mean to be Human? (Who am I?)
- Unit 2: Stories that shape our lives. (Leisure and Travel).
- Unit 3: Exploring the ways in which human activity affects the world.
- Unit 4: Exploring the ways in which we organise ourselves through common systems.

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Listening, Reading, Speaking and Writing. All assessment, both formative and summative, is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

COURSE OUTLINE - CHINESE LANGUAGE ACQUISITION

The MYP Chinese Language Acquisition has been designed to meet the needs of learners who are completely new to the Chinese Language as well as for those who have a number of years of experience. It develops learners' ability to understand authentic spoken and written texts and prepares them to share their ideas and experiences with others both in speaking and writing. They continue to develop their understanding of grammar, Chinese characters and culture.

All learners are encouraged to work independently and produce good quality work in order to achieve good standard academic performance. They will experience more authentic learning experiences with films, shows, songs and arts to boost their confidence in applying the language.

Units covered

- Unit 1: Identity and Relationship: All About Me
- Unit 2: Personal and Cultural Expression: Fashion
- Unit 3: Identity and Relationship: My Routine
- Unit 4: Personal and Cultural Expression: Social and Meeting People

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Listening, Reading, Speaking and Writing. All assessment, both formative and summative, is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

EMERGENT LEVEL

At the end of the emergent level, learners should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

- I. identify explicit and implicit information (facts and/or opinions, and supporting details)
- II. analyse conventions
- III. analyse connections.

Criterion A: Listening

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts II. interprets conventions in simple authentic texts III. interprets connections in simple authentic texts.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts II. analyses conventions in simple authentic texts III. analyses connections in simple authentic texts.

Criterion B: Reading

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts II. interprets conventions in simple authentic texts. III. interprets connections in simple authentic texts.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts II. analyses conventions in simple authentic texts III. analyses connections in simple authentic texts.

Criterion C: Speaking

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. uses pronunciation and intonation with many errors which often hinder comprehension IV. during interaction, communicates limited relevant information.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. uses pronunciation and intonation with some errors which sometimes hinder comprehension IV. during interaction, communicates some relevant information.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension IV. during interaction, communicates most of the relevant information.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a wide range of vocabulary II. uses a wide range of grammatical structures generally accurately III. uses clear pronunciation and intonation which makes the communication easy to comprehend IV. during interaction, communicates all or almost all the required information clearly and effectively.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. presents some information in a partially-recognizable format using some basic cohesive devices IV. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. organizes information in a recognizable format using a range of basic cohesive devices IV. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. organizes information in an appropriate format using simple and some complex cohesive devices IV. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a wide range of vocabulary II. uses a wide range of grammatical structures generally accurately III. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices IV. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

CAPABLE LEVEL

At the end of the capable level, learners should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

- I. identify explicit and implicit information (facts and/or opinions, and supporting details)
- II. analyse conventions
- III. analyse connections

Criterion A: Listening

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	The learner: <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.
3–4	The learner: <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.
5–6	The learner: <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts II. interprets conventions in simple and some complex authentic texts III. interprets connections in simple and some complex authentic texts.
7–8	The learner: <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts II. analyses conventions in simple and some complex authentic texts III. analyses connections in simple and some complex authentic texts.

Criterion B: Reading

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ul style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.
3–4	<p>The learner:</p> <ul style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.
5–6	<p>The learner:</p> <ul style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts II. interprets conventions in simple and some complex authentic texts III. interprets connections in simple and some complex authentic texts.
7–8	<p>The learner:</p> <ul style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts II. analyses conventions in simple and some complex authentic texts III. analyses connections in simple and some complex authentic texts.

Criterion C: Speaking

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. uses pronunciation and intonation with many errors which often hinder comprehension IV. during interaction, communicates limited relevant information.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. uses pronunciation and intonation with some errors which sometimes hinder comprehension IV. during interaction, communicates some relevant information.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension IV. during interaction, communicates most relevant information.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a wide range of vocabulary II. uses a wide range of grammatical structures generally accurately III. uses clear pronunciation and intonation which makes the communication easy to comprehend IV. during interaction, communicates all or almost all the required information clearly and effectively.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

At the end of the capable level, learners should be able to:

- I. use a wide range of vocabulary
- II. use a wide range of grammatical structures generally accurately
- III. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- IV. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. organizes some information in a recognizable format using some basic cohesive devices IV. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. organizes information in a recognizable format using a range of basic cohesive devices IV. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. organizes information in an appropriate format using simple and some complex cohesive devices IV. communicates most relevant information with a sense of audience and purpose to suit the context.

The learner:

- 7–8
- I. uses a **wide range** of vocabulary
 - II. uses a **wide range** of grammatical structures **generally accurately**
 - III. organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices
 - IV. communicates **all or almost all** the required information with a **clear sense** of audience and purpose to suit the context.
-

PROFICIENT LEVEL

At the end of the proficient level, learners should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:

- I. identify explicit and implicit information (facts and/or opinions, and supporting details)
- II. analyse conventions
- III. analyse connections.

Criterion A: Listening

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	The learner: <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
3–4	The learner: <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
5–6	The learner: <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts II. interprets conventions in complex authentic texts III. interprets connections in complex authentic texts.
7–8	The learner: <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts II. analyses conventions in complex authentic texts III. analyses connections in complex authentic texts.

Criterion B: Reading

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	The learner: <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
3–4	The learner: <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
5–6	The learner: <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts II. interprets conventions in complex authentic texts III. interprets connections in complex authentic texts.
7–8	The learner: <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts II. analyses conventions in complex authentic texts III. analyses connections in complex authentic texts.

Criterion C: Speaking

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1-2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. uses pronunciation and intonation with many errors which often hinder comprehension IV. during interaction, communicates limited relevant information.
3-4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. uses pronunciation and intonation with some errors which sometimes hinder comprehension IV. during interaction, communicates some relevant information.
5-6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension IV. during interaction, communicates most relevant information.
7-8	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a wide range of vocabulary II. uses a wide range of grammatical structures generally accurately III. uses clear pronunciation and intonation which makes the communication easy to comprehend IV. during interaction, communicates all or almost all the required information clearly and effectively.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. organizes some information in a recognizable format using some basic cohesive devices IV. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. organizes information in a recognizable format using a range of basic cohesive devices IV. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. organizes information in an appropriate format using simple and complex cohesive devices IV. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a wide range of vocabulary II. uses a wide range of grammatical structures generally accurately III. organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devices IV. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

MYP Language and Literature

The aims of MYP language and literature are to encourage and enable learners to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

COURSE OUTLINE

The MYP Language and Literature course has been designed to develop and improve learners' writing and reading skills, as well as to encourage inquiry, self-management and creativity, essentially nurturing creative expression in our fast-changing world.

The units of work provide a rich and dynamic programme to prepare learners for the demands of contemporary communication together with a solid grounding in English skills. They include a wide variety of literary and non-fiction texts from various cultural contexts, including identity texts of various types, horror and fantasy extracts, fairy tales, a novel, as well as poetry and visual texts.

Through the Year 7 course, learners develop their appreciation for how writers use language in different contexts for effect and are given opportunities to experiment with language. They are encouraged to be creative and analytical in both their written and spoken responses, with an onus on building vocabulary and developing a broad lexicon through which they can express their ideas effectively.

Units covered

- Unit 1: All About me
- Unit 2: What's the word?
- Unit 3: Fantastic Fairytales and where to find them
- Unit 4: Conflict and courage

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Analysing, Organizing, Producing text and Using language. All assessment, both formative and summative, is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

Criterion A: Analysing

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

- I. identify and comment upon significant aspects of texts
- II. identify and comment upon the creator's choices
- III. justify opinions and ideas, using examples, explanations and terminology
- IV. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. provides minimal identification and comment upon significant aspects of texts II. provides minimal identification and comment upon the creator's choices III. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology IV. identifies few similarities and differences in features within and between texts.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. provides adequate identification and comment upon significant aspects of texts II. provides adequate identification and comment upon the creator's choices III. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology IV. identifies some similarities and differences in features within and between texts.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. provides substantial identification and comment upon significant aspects of texts II. provides substantial identification and comment upon the creator's choices III. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology IV. describes some similarities and differences in features within and between texts.

The learner:

- 7–8
- I. provides **perceptive** identification and comment upon significant aspects of texts
 - II. provides **perceptive** identification and comment upon the creator’s choices
 - III. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology
 - IV. **compares and contrasts** features **within and between texts**.
-

Criterion B: Organizing

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. makes minimal use of organizational structures, though these may not always serve the context and intention II. organizes opinions and ideas with a minimal degree of logic III. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. makes adequate use of organizational structures that serve the context and intention II. organizes opinions and ideas with some degree of logic III. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. makes competent use of organizational structures that serve the context and intention II. organizes opinions and ideas in a logical manner, with ideas building on each other III. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. makes sophisticated use of organizational structures that serve the context and intention effectively II. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way III. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas II. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience III. selects few relevant details and examples to support ideas.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas II. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience III. selects some relevant details and examples to support ideas.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas II. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience III. selects sufficient relevant details and examples to support ideas.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas II. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience III. selects extensive relevant details and examples to support ideas.

Criterion D: Using language

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of appropriate vocabulary and forms of expression II. writes and speaks in an inappropriate register and style that do not serve the context and intention III. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication IV. spells/writes and pronounces with limited accuracy; errors often hinder communication V. makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression II. sometimes writes and speaks in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication IV. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication V. makes some use of appropriate non-verbal communication techniques.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently II. writes and speaks competently in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication IV. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication V. makes sufficient use of appropriate non-verbal communication techniques.

The learner:

- 7–8
- I. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression
 - II. writes and speaks in a **consistently appropriate** register and style that serve the context and intention
 - III. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**
 - IV. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**
 - V. makes **effective** use of appropriate non-verbal communication techniques.
-

MYP Mathematics

The aims of MYP mathematics are to encourage and enable learners to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power;
- develop an understanding of the principles and nature of mathematics;
- communicate clearly and confidently in a variety of contexts;
- develop logical, critical and creative thinking;
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving;
- develop powers of generalization and abstraction;
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments;
- appreciate how developments in technology and mathematics have influenced each other;
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- appreciate the contribution of mathematics to other areas of knowledge;
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics;
- develop the ability to reflect critically upon their own work and the work of others.

COURSE OUTLINE

The framework for MYP Mathematics outlines four branches of mathematical study: numerical and abstract reasoning; thinking with models; spatial reasoning; and reasoning with data.

In the first unit of Year 7, learners develop an understanding of gathering, organising and analysing data through the key concept of relationships and the related concepts of processes and solutions. Other units this year will focus on numeracy, with learners gaining a conceptual understanding of integers through the key concept of relationships and the related concepts of patterns and generalisations. As the year progresses and the curriculum is developed, learners can look forward to geometry and algebra topics, presented through concepts such as measurement, transformation and creativity. Throughout the year learners will focus on the Approaches to Learning skills of communication (using mathematical notation and representation), research (collecting data) and thinking (analysing data and problem solving).

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria. All assessment, both formative and summative, is directly related to these standards. Feedback will also help learners develop the ATL skills being developed in the unit.

Criterion A: Knowing and understanding

At the end of Year 1, learners should be able to:

- I. select appropriate mathematics when solving problems in both familiar and unfamiliar situations;
- II. apply the selected mathematics successfully when solving problems;
- III. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving simple problems in familiar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving more complex problems in familiar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving challenging problems in familiar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.

Criterion B: Investigating patterns

At the end of Year 1, learners should be able to:

- I. apply mathematical problem-solving techniques to recognize patterns;
- II. describe patterns as relationships or general rules consistent with findings;
- III. verify whether the pattern works for other examples.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	The learner is able to: <ol style="list-style-type: none"> i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns; ii. state predictions consistent with simple patterns.
3–4	The learner is able to: <ol style="list-style-type: none"> i. apply mathematical problem-solving techniques to recognize patterns; ii. suggest how these patterns work.
5–6	The learner is able to: <ol style="list-style-type: none"> i. apply mathematical problem-solving techniques to recognize patterns ii. suggest relationships or general rules consistent with findings; iii. verify whether patterns work for another example.
7–8	The learner is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to recognize correct patterns; ii. describe patterns as relationships or general rules consistent with correct findings; iii. verify whether patterns work for other examples.

Criterion C: Communicating

At the end of Year 1, learners should be able to:

- I. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements;
- II. use appropriate forms of mathematical representation to present information;
- III. communicate coherent mathematical lines of reasoning;
- IV. organise information using a logical structure.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	The learner is able to: <ol style="list-style-type: none"> I. use limited mathematical language; II. use limited forms of mathematical representation to present information; III. communicate through lines of reasoning that are difficult to understand.
3–4	The learner is able to: <ol style="list-style-type: none"> I. use some appropriate mathematical language; II. use appropriate forms of mathematical representation to present information adequately; III. communicate through lines of reasoning that are able to be understood, although these are not always coherent; IV. adequately organize information using a logical structure.
5–6	The learner is able to: <ol style="list-style-type: none"> I. usually use appropriate mathematical language; II. usually use appropriate forms of mathematical representation to present information correctly; III. communicate through lines of reasoning that are usually coherent; IV. present work that is usually organized using a logical structure.
7–8	The learner is able to: <ol style="list-style-type: none"> I. consistently use appropriate mathematical language; II. consistently use appropriate forms of mathematical representation to present information correctly; III. communicate clearly through coherent lines of reasoning; IV. present work that is consistently organized using a logical structure.

Criterion D: Applying mathematics in real-life contexts

At the end of Year 1, learners should be able to:

- I. identify relevant elements of authentic real-life situations;
- II. select appropriate mathematical strategies when solving to authentic real-life situations;
- III. apply the selected mathematical strategies successfully to reach a solution;
- IV. explain the degree of accuracy of a solution;
- V. describe whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify some of the elements of the authentic real-life situation; II. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify the relevant elements of the authentic real-life situation; II. apply mathematical strategies to reach a solution to the authentic real-life situation; III. state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify the relevant elements of the authentic real-life situation; II. select adequate mathematical strategies to model the authentic real-life situation; III. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation; IV. describe the degree of accuracy of the solution; V. state correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify the relevant elements of the authentic real-life situation; II. select adequate mathematical strategies to model the authentic real-life situation; III. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation; IV. explain the degree of accuracy of the solution; V. describe correctly whether the solution makes sense in the context of the authentic real-life situation.

MYP Physical and Health Education

The aims of MYP physical and health education are to encourage and enable learners to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

COURSE OUTLINE

This course aims to empower learners to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Physical and Health Education fosters the development of knowledge, skills, and attitudes that will contribute to a learner's balanced and healthy lifestyle. Learners will explore a variety of concepts that help promote an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Learners study each unit for five weeks.

Units covered

- Striking and Fielding
- Invasion Games
- Aquatics
- Movement
- Net Games
- Individual Pursuits

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Knowing and Understanding, Planning for Performance, Applying and Performing and Reflecting and Improving Performance. All assessment, both formative and summative, are directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

Criterion A: Knowing and understanding

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

- I. outline physical and health education-related factual, procedural and conceptual knowledge
- II. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- III. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. recalls some physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues III. recalls physical and health terminology.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. recalls physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations III. applies physical and health terminology to communicate understanding with limited success.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. states physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations III. applies physical and health terminology to communicate understanding.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. outlines physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations III. applies physical and health terminology consistently to communicate understanding.

Criterion B: Planning for performance

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

- I. identify goals to enhance performance
- II. construct and outline a plan for improving physical activity and health.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. states a goal to enhance performance II. states a plan for improving physical activity and health.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. defines a goal to enhance performance II. outlines a basic plan for improving physical activity and health.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. lists goals to enhance performance II. outlines a plan for improving physical activity and health.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies goals to enhance performance II. constructs a plan for improving physical activity and health.

Criterion C: Applying and performing

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

- I. recall and apply a range of skills and techniques
- II. recall and apply a range of strategies and movement concepts
- III. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
	The learner:
1–2	<ol style="list-style-type: none"> I. recalls limited skills and techniques II. recalls limited strategies and movement concepts III. recalls limited information to perform.
	The learner:
3–4	<ol style="list-style-type: none"> I. recalls some skills and techniques II. recalls some strategies and movement concepts III. recalls some information to perform.
	The learner:
5–6	<ol style="list-style-type: none"> I. recalls and applies some skills and techniques II. recalls and applies some strategies and movement concepts III. recalls and applies some information to perform effectively.
	The learner:
7–8	<ol style="list-style-type: none"> I. recalls and applies a range of skills and techniques II. recalls and applies a range of strategies and movement concepts III. recalls and applies information to perform effectively.

Criterion D: Reflecting and improving performance

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

- I. identify and demonstrate strategies to enhance interpersonal skills
- II. describe the effectiveness of a plan based on the outcome
- III. describe and summarize performance.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies a strategy to enhance interpersonal skills II. identifies the effectiveness of a plan III. outlines performance.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies strategies to enhance interpersonal skills II. states the effectiveness of a plan III. describes performance.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies and sometimes demonstrates strategies to enhance interpersonal skills II. describes the effectiveness of a plan III. outlines and summarizes performance.
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. identifies and demonstrates strategies to enhance interpersonal skills II. describes the effectiveness of a plan based on the outcome III. describes and summarizes performance.

MYP Sciences

The aims of MYP sciences are to encourage and enable learners to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

COURSE OUTLINE

The Year 7 MYP curriculum is inquiry-based and designed to encourage thought and creativity in order to develop the necessary skills through a coordinated series of topics based on experimental and practical science. Units draw on all three Sciences although they may have an obvious focus on Biology, Chemistry or Physics. The Units are:

1. The importance of small
2. Energy Changes
3. Systems and Classification
4. Where are we? The Earth and the Universe

The curriculum takes into account the use of iPads and also our amazing Megalab. There will be times when year 7 learners will be able to work in a variety of different groups.

Our intention is to help learners to become independent critical-thinkers who can thrive in any situation due to their sound schooling in scientific methods and understanding. Learners will develop an appreciation of how the applications of Science can differ depending on the environment and begin to be able to offer appropriate solutions of their own.

ASSESSMENT

Each unit of work is assessed according to the relevant MYP criteria Knowing and understanding, Inquiring and designing, Processing and evaluating and Reflecting on the impacts of science. All assessment, both formative and summative, is directly related to these standards. Feedback will help learners master the ATL skills that are being developed in the unit.

Criterion A: Knowing and understanding

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

- I. outline scientific knowledge
- II. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- III. interpret information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select scientific knowledge II. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations III. apply information to make judgments, with limited success.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. recall scientific knowledge II. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations III. apply information to make judgments.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state scientific knowledge II. apply scientific knowledge and understanding to solve problems set in familiar situations III. apply information to make scientifically supported judgments.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. outline scientific knowledge II. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations III. interpret information to make scientifically supported judgments.

Criterion B: Inquiring and designing

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

- I. outline an appropriate problem or research question to be tested by a scientific investigation
- II. outline a testable prediction using scientific reasoning
- III. outline how to manipulate the variables, and outline how data will be collected
- IV. design scientific investigations.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select a problem or question to be tested by a scientific investigation II. select a testable prediction III. state a variable IV. design a method with limited success.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state a problem or question to be tested by a scientific investigation II. state a testable prediction III. state how to manipulate the variables, and state how data will be collected IV. design a safe method in which he or she selects materials and equipment.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state a problem or question to be tested by a scientific investigation II. outline a testable prediction III. outline how to manipulate the variables, and state how relevant data will be collected IV. design a complete and safe method in which he or she selects appropriate materials and equipment.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. outline a problem or question to be tested by a scientific investigation II. outline a testable prediction using scientific reasoning III. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected IV. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

Criterion C: Processing and evaluating

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

- I. present collected and transformed data
- II. interpret data and outline results using scientific reasoning
- III. discuss the validity of a prediction based on the outcome of the scientific investigation
- IV. discuss the validity of the method
- V. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. collect and present data in numerical and/or visual forms II. interpret data III. state the validity of a prediction based on the outcome of a scientific investigation, with limited success IV. state the validity of the method based on the outcome of a scientific investigation, with limited success V. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. correctly collect and present data in numerical and/or visual forms II. accurately interpret data and outline results III. state the validity of a prediction based on the outcome of a scientific investigation IV. state the validity of the method based on the outcome of a scientific investigation V. state improvements or extensions to the method that would benefit the scientific investigation.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. correctly collect, organize and present data in numerical and/or visual forms II. accurately interpret data and outline results using scientific reasoning III. outline the validity of a prediction based on the outcome of a scientific investigation IV. outline the validity of the method based on the outcome of a scientific investigation V. outline improvements or extensions to the method that would benefit the scientific investigation.

The learner is able to:

- 7–8
- I. **correctly collect, organize, transform and present** data in numerical and/ or visual forms
 - II. **accurately interpret data** and **outline** results **using correct scientific reasoning**
 - III. **discuss** the validity of a prediction based on the outcome of a scientific investigation
 - IV. **discuss** the validity of the method based on the outcome of a scientific investigation
 - V. **describe** improvements or extensions to the method that would benefit the scientific investigation.
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Criterion D: Reflecting on the impacts of science

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

- I. summarize the ways in which science is applied and used to address a specific problem or issue
- II. describe and summarize the various implications of using science and its application in solving a specific problem or issue
- III. apply scientific language effectively
- IV. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1-2	<p>The learner is able to, with limited success:</p> <ol style="list-style-type: none"> I. state the ways in which science is used to address a specific problem or issue II. state the implications of using science to solve a specific problem or issue, interacting with a factor III. apply scientific language to communicate understanding IV. document sources.
3-4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state the ways in which science is used to address a specific problem or issue II. state the implications of using science to solve a specific problem or issue, interacting with a factor III. sometimes apply scientific language to communicate understanding IV. sometimes document sources correctly.
5-6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. outline the ways in which science is used to address a specific problem or issue II. outline the implications of using science to solve a specific problem or issue, interacting with a factor III. usually apply scientific language to communicate understanding clearly and precisely IV. usually document sources correctly.

The learner is able to:

- 7–8
- I. **summarize** the ways in which science is applied and used to address a specific problem or issue
 - II. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor
 - III. **consistently apply** scientific language to communicate understanding clearly and precisely
 - IV. document sources **completely**.
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