MYP YEAR 8 CURRICULUM BOOKLET

2022 – 2023

NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

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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 8.

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 8 Curriculum

Learners in Year 8 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 (Year 7 to Year 9). 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 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. Year 8 and 9 Learners are assessed against the Year 3 Criteria.

IB-MYP Subject Group Assessment Criteria

Subject	A	B	C	D
Arts	Investigating	Developing	Creating / Performing	Evaluating
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 the same teaching 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:

- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- express ideas creatively
- reflect on their own development as young artists.

COURSE OUTLINE

MUSIC

Learners study four units in Year 8 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
Year 8

Unit 1: Creativity Clash Latin Grooves

Learners will be able to perform and compose Samba as part of an ensemble and know and recognize the features of Samba music. Research and produce an online assignment on Brazilian Samba.

Unit 2: Fragile Futures - It's a Rap!

Through local, social and global contexts you will create a Rap in groups and individually; performing the piece(s) to the class. Learners will research the history of Rap and Hip Hop, review a rap song and an artist, and document learning.

Unit 3: Blurred Borders - EDM Remix

Learners will take a hit song and learn to deconstruct it before putting it back together in their own unique arrangement. Using Garageband learners will learn to remix, edit tracks, manipulate and loop. They will also learn basic recording skills to create their own tracks.

Unit 4: Strum Along

Learners will explore musical notation such as Guitar TAB and a variety of guitar techniques including strumming and picking. Learners perform a piece of music individually and in small groups taking the role as lead guitar, guitar chords or bass line.

VISUAL ART

During Year 8, learners will develop an understanding of how the Elements and Principles of Art become the building blocks of an artwork through investigating other artists' works. Learners will refine their problem solving skills by regularly developing and 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 8 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
Year 8

Unit 1: Creativity Clash - Ceramic Creations
Learners will explore hand-building techniques using clay through observing the form of both natural and manmade objects. They will develop an understanding of decorative and functional art to design and create using clay. They will explore composition through creating practical maquettes and consider alternative designs before arriving at a considered final ceramic outcome.

Unit 2: Fragile Futures
With a focus on understanding how to create persuasive imagery, learners will focus on responding to global or local concerns by creating an artwork that raises awareness of a chosen issue. Learners will learn to apply the Elements and Principles of Art to create imagery to make an audience 'stop, think or act'. They will express their ideas making a choice between traditional, digital or mixed media.

Unit 3: Blurred Borders - What is Art?

Learners will explore the question 'What is Art?' to discuss an understanding of the concept of 'aesthetics'. They will investigate how artists use inspiration from popular culture to create artworks, to inspire learners to collaborate, plan and construct their own sculpture. They will work with a range of material like wire, cardboard, papier-mâché, fabric to bring their ideas to fruition.

DRAMA

Learners study three units in Year 8 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

Unit 1: Creativity Clash - Learners will explore the ghost play 'The Woman in Black' and learn some key techniques to inciting fear in an audience with just a few basic theatrical ingredients. They will develop an understanding of how performance and production elements work together and then experiment with these skills to create their own scenes of suspense.

Unit 2: Fragile Futures With a focus on improvisation skills, learners will focus on responding to global or local concerns by improvising characters and scenarios that raises awareness of a chosen issue. Learners will learn to apply characterisation and vocal skills to create scenes that make an audience 'stop, think or act'.

Unit 3: Blurred Borders Learners will explore the process of devising through the lens of Naturalism. They will investigate how actors, writers and directors take inspiration from contemporary culture to create original pieces of theater. In the naturalistic form, the learners will use the skills they have acquired in year 8 to perform an original piece to an invited audience.

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: Investigating

At the end of year 3/Intermediate stage, students should be able to:

I.   investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
II.   analyse an artwork or performance from the chosen movement or genre.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. provides **limited** information that is **not always related** to the statement of inquiry II. **identifies** features of an artwork or performance including **two from elements, techniques and context**.
3–4	The student: I. provides **mostly relevant** information that is **related** to the statement of inquiry II. **outlines** features of an artwork or performance including **two from elements, techniques and context**.

	The student:
5–6	I. provides **relevant** information that is **related** to the statement of inquiry II. **describes** features of an artwork or performance including **two from elements, techniques and context**.
	The student:
7–8	I. provides **comprehensive**, **relevant** information that is **related** to the statement of inquiry II. **analyses** features of an artwork or performance **including elements, techniques and context**.

Criterion B: Developing

At the end of year 3/Intermediate stage, students should be able to:

I.   practically explore ideas to inform development of a final artwork or performance
II.   present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. demonstrates **limited** practical exploration of an idea or ideas II. presents a clear artistic intention and **states** artistic choices.
3–4	The student: I. demonstrates **sufficient** practical exploration of an idea or ideas II. presents a clear artistic intention **in line with the statement of inquiry** and **states** artistic choices.
5–6	The student: I. demonstrates **substantial** practical exploration of an idea or ideas II. presents a clear artistic intention **in line with the statement of inquiry** and **describes** artistic choices.
7–8	The student: I. **demonstrates** extensive and varied practical exploration of an idea or ideas II. presents a clear artistic intention **in line with the statement of inquiry** and **explains** artistic choices.

Criterion C: Creating / Performing

At the end of year 3/Intermediate stage, students should be able to:

I. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. demonstrates **limited** skills and techniques through the creation or performance of a finalized work.
3–4	The student: I. demonstrates **satisfactory** use of skills and techniques through the creation or performance of a finalized work.
5–6	The student: I. demonstrates **mostly effective** use of skills and techniques through the creation or performance of a finalized work.
7–8	The student: I. demonstrates **consistently effective** use of skills and techniques through the creation or performance of a finalized work.

Criterion D: Evaluating

At the end of year 3/Intermediate stage, students should be able to:

I.   appraise their own artwork or performance
II.   reflect on their development as an artist.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. **outlines** some elements of their own artwork or performance II. **identifies** some aspects of their development as an artist.
3–4	The student: I. **describes** their own artwork or performance II. **outlines** their development as an artist.
5–6	The student: I. **analyses** their own artwork or performance II. **describes** their development as an artist.
7–8	The student: I. **evaluates** their own artwork or performance II. **analyses** their development as an artist.

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

Units Covered
Year 8

Unit 1: Electric Vehicle

Statement of inquiry - Sustainable systems need adaptation and ingenuity to create progress and innovation.

Learners will be designing and building a vehicle powered by a sustainable source of energy. They will be developing knowledge of circuitry and skills in computer aided design (CAD).

Unit 2: First Lego League Robotics

Statement of inquiry - Entrepreneurship and competencies rely on collaboration within and between communities. Learners will be working in teams to design and make a machine to complete in this years First Lego League robotics competition. This year the focus of the competition is on designing machines focused on balancing performance, efficiency and endurance.

Unit 3: Fashionable Safety

Statement of inquiry - Perspectives on inequality, difference and inclusion are needed for fair development. Learners will be researching the risks the risks faced by communities and individuals in different environments. They will then use this information to design and make a fashion garment which incorporates relevant safety features to improve the lives of the users

Unit 4: Website Design
Statement of inquiry - Self-evaluation can be communicated through various means.
Learners will be developing their own website in response to a brief. Throughout the design process they will be testing and evaluating their design in order to improve it.

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 3, students should be able to:

I.   explain and justify the need for a solution to a problem
II. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
III. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. **states** the need for a solution to a problem II. **states** some of the main findings of relevant research.
3–4	The student: I. **outlines** the need for a solution to a problem II. **states** the research needed to **develop** a solution to the problem, **with some guidance** III. **outlines one existing** product that inspires a solution to the problem IV. **develops** a **basic** design brief, which **outlines some of the findings** of relevant research..
5–6	The student: I. **explains** the need for a solution to a problem II. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** III. describes a group of similar products that inspire a solution to the problem IV. **develops** a design brief, which **outlines** the **findings** of relevant research.
7–8	The student: I. **explains** and **justifies** the need for a solution to a problem II. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** III. **analyses** a group of similar products that inspire a solution to the problem IV. **develops** a design brief, which **presents** the **analysis** of relevant research.

Criterion B: Developing ideas

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

I.   develop a design specification which outlines the success criteria for the design of a solution based on the data collected
II. present a range of feasible design ideas, which can be correctly interpreted by others
III. present the chosen design and outline the reasons for its selection
IV. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. **lists** a few basic success criteria for the design of a solution II. **presents** one design idea, which can be interpreted by others III. **creates** incomplete planning drawings/diagrams.
3–4	The student: I. **constructs** a list of the success criteria for the design of a solution II. **presents a few** feasible design ideas, using an appropriate medium(s) or **explains** key features, which can be interpreted by others III. **outlines** the **main** reasons for choosing the design with reference to the design specification IV. **creates** planning drawings/diagrams or **lists** requirements for the chosen solution.
5–6	The student: I. **develops** design specifications, which **identify** the success criteria for the design of a solution II. **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others III. **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification IV. **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.
7–8	The student: I. **develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected II. **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others III. **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification IV. **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Criterion C: Creating the solution

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

V. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
VI. demonstrate excellent technical skills when making the solution
VII. follow the plan to create the solution, which functions as intended
VIII. explain changes made to the chosen design and the plan when making the solution.

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

Criterion D: Evaluating

At the end of year 3, learners should be able to:

I.   describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
II.   explain the success of the solution against the design specification
III. describe how the solution could be improved
IV. describe the impact of the solution on the client/target audience

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. **describes a** testing **method**, which is used to measure the success of the solution II. **states** the success of the solution.
3–4	The student: I. **describes a relevant** testing **method**, which generates data, to measure the success of the solution II. **outlines** the success of the solution against the design specification based on relevant product testing III. **lists** the ways in which the solution could be improved IV. **outlines** the impact of the solution on the client/target audience.
5–6	The student: I. **describes relevant** testing **methods**, which generate data, to measure the success of the solution II. **describes** the success of the solution against the design specification based on **relevant** product testing III. **outlines** how the solution could be improved IV. **describes** the impact of the solution on the client/target audience, **with guidance.**
7–8	The student: I. **describes detailed and relevant** testing **methods**, which generate accurate data, to measure the success of the solution II. **explains** the success of the solution against the design specification based on **authentic** product testing III. **describes** how the solution could be improved IV. **describes** the impact of the solution on the client/target audience.

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

The first topic of the year is a unit on Migration. Learners examine the reasons why people leave their home country to live elsewhere and the impacts this has on a range of scales. There is a particular focus on the global issue of immigration and refugees. Learners also have the opportunity to enhance their knowledge and understanding by hearing from a refugee guest speaker. Our second unit will look at the reasons why revolutions occur and the impact they have on individuals and societies. Learners will investigate the causes and effects of The French Revolution & The Industrial Revolution as our two main case studies and conclude the unit by exploring how our lives may change in the future through the theme of Technological Revolutions. In Term 3, learners will investigate the topic of Fairness and Development focusing on the issues of Child Labour in Sweatshops and the Growth & Development of Shanty Towns. Learners will explore sustainable solutions to these issues and take part in a whole year group 'Shanty Town Simulation' activity which develops their communication, collaboration and team building skills. We will finish the year by examining the reasons for the rise of Authoritarian Regimes and their impact on individuals and societies. We investigate this theme through the Rise of Hitler and the Nazi Party and the Japanes Occupation of Singapore during World War Two. Learners also have the opportunity to take part in a local field trip to support their learning. In previous years we have visited sites such as The Former Ford Factory, the Kranji Memorial and Fort Siloso.

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 3, learners should be able to:
  I.   use a range of terminology in context
  II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

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

Criterion B: Investigating

At the end of year 3, learners should be able to:

I. formulate/choose a clear and focused research question, explaining its relevance
II. formulate and follow an action plan to investigate a research question
III. use methods to collect and record relevant information
IV. evaluate the process and results of the investigation, with guidance.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. **identifies** a research question that is clear, focused and relevant II. formulates a **limited** action plan or does not follow a plan III. **collects** and **records limited** or **sometimes irrelevant** information IV. with guidance, **reflects** on the research process and results in a **limited** way.
3–4	The student: I. **formulates/chooses** a research question that is clear and focused and **describes** its relevance II. formulates and **occasionally** follows a **partial** action plan to investigate a research question III. **uses** a method(s) to collect and record **some relevant** information IV. with guidance, **reflects** on the research process and results.
5–6	The student: I. formulates/chooses a clear and focused research question and **describes** its relevance **in detail** II. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question III. uses methods to collect and record **appropriate relevant** information IV. with guidance, **evaluates** on the research process and results.
7–8	The student: I. formulates/chooses a **clear** and **focused** research question and **explains** its relevance II. formulates and **effectively** follows a **consistent** action plan to investigate a research question III. uses methods to collect and record **appropriate** and **varied relevant** information IV. with guidance, provides a **detailed evaluation** of the research process and results.

Criterion C: Communicating

At the end of year 3, learners should be able to:
  I.   communicate information and ideas in a way that is appropriate for the audience and purpose
  II. structure information and ideas according to the task instructions
  III. create a reference list and cite sources of information.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.

1–2	The student:
	
	  I. communicates information and ideas in a way that is **not always** appropriate to the audience and purpose
	  II. organizes information and ideas in a **limited** way
	  III. **lists** sources of information **inconsistently.**

3–4	The student:
	
	  I. communicates information and ideas in a way that is **somewhat** appropriate to the audience and purpose
	  II. **somewhat** organizes information and ideas
	  III. **creates** an **adequate** reference list and **sometimes** cites sources.

5–6	The student:
	
	  I. communicates information and ideas in a way that is **mostly** appropriate to the audience and purpose
	  II. **mostly** structures information and ideas according to the task instructions
	  III. creates an **adequate** reference list and **usually** cites sources.

7–8	The student:
	
	  I. communicates information and ideas in a way that is **completely** appropriate to the audience and purpose
	  II. structures information and ideas **completely** according to the task instructions
	  III. creates a **complete** reference list and **always** cites sources.

Criterion D: Thinking critically

At the end of year 3, learners should be able to:

I.   analyse concepts, issues, models, visual representation and/or theories
II. summarize information to make valid, well-supported arguments
III. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
IV. recognize different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way II. **begins to identify** connections between information to make **simple** arguments III. **recognizes** the origin and purpose of **few** sources/data as well as **nominal** value and limitations of sources/data IV. **identifies** different perspectives.
3–4	The student: I. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories II. **summarizes** information to make **some adequate** arguments III. **analyses** sources/data in terms of origin and purpose, recognizing **some** value and limitations IV. **recognizes** different perspectives and **suggests some** of their implications.
5–6	The student: I. completes a **suitable** analysis of concepts, issues, models, visual representation and/or theories II. **summarizes** information in order to make **usually valid** arguments III. **analyses** sources/data in terms of origin and purpose, **usually** recognizing value and limitations IV. **clearly recognizes** different perspectives and **describes most** of their implications.
7–8	The student: I. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories II. **summarizes** information to make **consistent, well-supported** arguments III. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations IV. **clearly recognizes** different perspectives and **consistently explains** their implications.

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 are your passions? Quels sont tes loisirs?
- Unit 2: Do you like festivals and traditions? Aimes-tu les fêtes et les traditions?
- Unit 3: Do you take care of yourself? Est-ce que tu prends soin de toi?
- Unit 4: Let's go shopping . Tu as dit shopping?

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.

COURSE OUTLINE - CHINESE LANGUAGE ACQUISITION

The MYP Chinese Language Acquisition course 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 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: International World
● Unit 2: Weather and Season
● Unit 3: Hobbies and Interests
● Unit 4: Food and Restaurant

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

Criterion A: Listening

At the end of the emergent level, students 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. identifies **minimal** 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	The student: 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	The student: 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	The student: 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

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. identifies **minimal** 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	The student: 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	The student: 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	The student: 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

At the end of the emergent level, students should be able to:

I.   use a wide range of vocabulary
II.   use a wide range of grammatical structures generally accurately
III. use clear pronunciation and intonation in comprehensible manner
IV.   communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The learner **does not** reach a standard described by any of the descriptors below.
1–2	The student: 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	The student: 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	The student: 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	The student: 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 emergent level, students 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 some 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	The student: 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	The student: 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	The student: 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	The student: 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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: 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 student: 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.

	The student:
5–6	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 student: 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

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. identifies **minimal** 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 student: 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 student: 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.

The student:

7–8

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

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

I.   use a wide range of vocabulary
II.   use a wide range of grammatical structures generally accurately
III.   use clear pronunciation and intonation in a comprehensible manner
IV.   during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. 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	The student: I. uses a **basic range** of vocabulary II. uses a **basic range** of grammatical structures with **some** errors which **sometimes** III. hinder communication IV. uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension V. during interaction, communicates **some** relevant information.
5–6	The student: 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	The student: 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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: 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	The student: 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. icommunicates **some** relevant information with **some sense** of audience and purpose to suit the context.

5–6	The student:
	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	The student:
	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

Criterion A: Listening

At the end of the proficient level, students 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. identifies **minimal** 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 student: 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 student: 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 student: 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

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. identifies **minimal** 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 student: 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 student: 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 student: 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

At the end of the proficient level, students should be able to:

I.   use a wide range of vocabulary
II. use a wide range of grammatical structures generally accurately
III. use clear pronunciation and intonation in a comprehensible manner
IV. during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: I. 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	The student: 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	The student: 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	The student: 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 proficient level, students 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 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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: 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	The student: I. uses a **basic range** of vocabulary II. uses a **basic range** of grammatical structures with **some** errors which **sometimes** III. hinder communication IV. organizes information in a **recognizable** format using a **range of basic** cohesive devices V. communicates **some** relevant information with **some sense** of audience and purpose to suit the context.

The student:

5–6

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**
IV. cohesive devices
V. communicates **most** relevant information with **a sense** of audience and purpose to suit the context.

The student:

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 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 8 course, learners develop their appreciation for how writers use language in different contexts for effect and are given opportunities to experiment with language, building on knowledge, skills and understanding from Year 1 of the course. 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. In addition, learners make connections with the course concepts and understand their learning as it is framed within a global context.

Units covered

- Unit 1: Tall Tales and Unlikely Stories
- Unit 2: Be the Bard
- Unit 3: Courageous Voices
- Unit 4: Outliers and outsiders

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 3, students should be able to:

I. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
II. identify and explain the effects of the creator's choices on an audience
III. justify opinions and ideas, using examples, explanations and terminology
IV. interpret similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
0	The learner **does not** reach a standard described by any of the descriptors below.
1–2	The learner: I. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationship among texts II. provides **minimal** identification and explanation of the effects of the creator's choices on an audience III. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology IV. interprets **few** similarities and differences in features within and between genres and texts.
3–4	The learner: I. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationship among texts II. provides **adequate** identification and explanation of the effects of the creator's choices on an audience III. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology IV. interprets **some** similarities and differences in features within and between genres and texts.
5–6	The learner: I. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts II. provides **substantial** identification and explanation of the effects of the creator's choices on an audience III. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology

	IV.	**competently** interprets similarities and differences in features within and between genres and texts.

The learner:

7–8	I.	provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts **thoroughly**
	II.	provides **perceptive** identification and explanation of the effects of the creator's choices on an audience
	III.	gives **detailed justification** of opinions and ideas with a **range** of examples, and thorough explanations; uses **accurate** terminology
	IV.	**perceptively compares and contrasts** features within and between genres and texts..

Criterion B: Organizing

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

I.   employ organizational structures that serve the context and intention
II.   organize opinions and ideas in a coherent and logical manner
III. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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

Criterion C: Producing text

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

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

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

III. select relevant details and examples to develop ideas.

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

The learner:

7–8	I.	produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas
	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 develop ideas with precision.

Criterion D: Using language

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

I.   use appropriate and varied vocabulary, sentence structures and forms of expression
II. write and speak in an appropriate register and style
III. use correct grammar, syntax and punctuation
IV. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The learner **does not** reach a standard described by any of the descriptors below.
1–2	The learner: I. uses a **limited** range of appropriate vocabulary and forms of expression II. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention III. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication IV. spells/writes and pronounces with limited accuracy; errors **often hinder** communication V. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The learner: I. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression II. **sometimes** writes and speaks in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication IV. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication V. makes **some** use of appropriate non-verbal communication techniques.
5–6	The learner: 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 8, learners develop their understanding of geometry through the key concept of form and the related concepts of measurement, transformation and creativity. As the year progresses and the curriculum is developed, learners can look forward to number, algebra, statistics and probability, presented through inquiry and concepts such as equivalence, modeling and comparison. 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 3, 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	The learner is able to: I. select appropriate mathematics when solving **simple problems** in **familiar situations**; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
3–4	The learner is able to: I. select appropriate mathematics when solving **more complex problems** in **familiar situations**; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
5–6	The learner is able to: I. select appropriate mathematics when solving **challenging problems** in **familiar situations**; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
7–8	The learner is able to: I. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations**; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.

Criterion B: Investigating patterns

At the end of Year 3, learners should be able to:

I.   select and apply mathematical problem-solving techniques to discover complex patterns
II. describe patterns as relationships and/or general rules consistent with findings
III. verify and justify relationships and/or general rules.

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: i. **apply**, **with teacher support**, mathematical problem-solving techniques to discover **simple patterns** ii. **state predictions** consistent with patterns iii. *(not demonstrated at this level)*.
3–4	The learner is able to: i. **apply** mathematical problem-solving techniques to discover **simple patterns** ii. **suggest relationships** and/or general rules consistent with **findings** iii. *(not demonstrated at this level)*.
5–6	The learner is able to: i. **select** and **apply** mathematical problem-solving techniques to discover complex **patterns**; ii. **describe patterns** as relationships and/or general rules consistent with **findings**; iii. **verify** these relationships and/or general rules.
7–8	The learner is able to: i. **select and apply** mathematical problem-solving techniques to discover complex **patterns**; ii. **describe patterns** as relationships and/or general rules consistent with **correct findings**; iii. **verify** and **justify** these relationships and/or general rules.

Criterion C: Communicating

At the end of Year 3, learners should be able to:

I.   use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
II.   use appropriate forms of mathematical representation to present information
III. move between different forms of mathematical representation
IV.   communicate complete and coherent mathematical lines of reasoning
V.   organize 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: I. use **limited** mathematical language II. use **limited forms** of mathematical representation to present information III. *(not demonstrated at this level)* IV. communicate through lines of reasoning that are **difficult to interpret** V. *(not demonstrated at this level).*
3–4	The learner is able to: I. use **some appropriate** mathematical language II. use **appropriate forms** of mathematical representation to present information **adequately** III. *(not demonstrated at this level)* IV. communicate through lines of reasoning that are **able to be understood**, although these are **not always clear** V. **adequately organize** information using a logical structure.
5–6	The learner is able to: I. **usually** use **appropriate** mathematical language II. **usually** use **appropriate forms** of mathematical representation to present information **correctly** III. move between different forms of mathematical representation **with some success** IV. communicate through lines of reasoning that are clear although **not always coherent or complete** V. present work that is **usually organized** using a logical structure.

7–8	The learner is able to:

  I. **consistently** use **appropriate** mathematical language

  II. use **appropriate forms** of mathematical representation to **consistently** present information **correctly**

  III. move **effectively** between different forms of mathematical representation

  IV. communicate through lines of reasoning that are **complete and coherent**

  V. present work that is **consistently organized** using a logical structure.

Criterion D: Applying mathematics in real-life contexts

At the end of Year 3, learners should be able to:

   I.   identify relevant elements of authentic real-life situations
  II.   select appropriate mathematical strategies when solving authentic real-life situations
 III. apply the selected mathematical strategies successfully to reach a solution
 IV. explain the degree of accuracy of a solution
  V.   explain 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	The learner is able to: I. identify **some** of the elements of the authentic real-life situation II. apply mathematical strategies to **find a solution** to the authentic real-life situation, **with limited success** III. *(not demonstrated at this level)* IV. *(not demonstrated at this level)* V. *(not demonstrated at this level)*.
3–4	The learner is able to: I. identify the **relevant** elements of the authentic real-life situation II. select, **with some success**, **adequate** mathematical strategies to model the authentic real-life situation III. apply mathematical strategies to **reach a solution** to the authentic real-life situation IV. *(not demonstrated at this level)* V. **describe** whether the solution makes sense in the context of the authentic real-life situation.
5–6	The learner is able to: I. identify the **relevant** elements of the authentic real-life situation II. select **adequate** mathematical strategies to model the authentic real-life situation III. apply the selected mathematical strategies to **reach a valid solution** to the authentic real-life situation IV. **describe** the degree of accuracy of the solution V. **discuss** whether the solution makes sense in the context of the authentic real-life situation.

The learner is able to:

7–8	I. identify the **relevant** elements of the authentic real-life situation
	II. select **appropriate** mathematical strategies to model the authentic real-life situation
	III. apply the selected mathematical strategies to **reach a correct solution**
	IV. **explain** the degree of accuracy of the solution
	V. **explain** whether the solution makes sense in the context of the authentic real-life situation.

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 four to five weeks.

Units covered
- Striking and Fielding
- Invasion Games
- Aquatics
- Movement
- Net Games
- Athletics

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 3 ,learners should be able to:
  I.   describe physical and health education factual, procedural and conceptual knowledge
  II. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
  III. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The learner **does not** reach a standard described by any of the descriptors below.
1–2	The learner: 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.**
3–4	The learner: I. **states** physical and health education factual, procedural and conceptual knowledge II. **identifies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations III. **applies** physical and health terminology to communicate understanding.
5–6	The learner: I. **outlines** physical and health education factual, procedural and conceptual knowledge II. **applies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations **and suggest** solutions to problems set in **unfamiliar situations** III. **applies** physical and health terminology **consistently** to communicate understanding.
7-8	The learner: I. **describes** physical and health education factual, procedural and conceptual knowledge II. **applies** physical and health education knowledge to **explain** issues and **solve** problems set in **familiar and unfamiliar situations** III. applies physical and health terminology **consistently** and **effectively** to communicate understanding.

Criterion B: Planning for performance

At the end of year 3, Learners should be able to:

I. outline goals to enhance performance
II. design and explain a plan for improving physical performance and health. 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	The student: I. **states** a goal to enhance performance II. **outlines** a limited plan for improving physical performance and health.
3–4	The student: I. **lists** goals to enhance performance II. **outlines** a plan for improving physical performance and health.
5–6	The learner: I. **identifies** goals to enhance performance II. **designs** a plan for improving physical performance and health.
7–8	The learner: I. **outlines** goals to enhance performance II. **designs** and **explains** a plan for improving physical performance and health.

Notes for criterion B.

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

At the end of year 3, Learners should be able to:

I.   demonstrate and apply a range of skills and techniques
II. demonstrate and apply a range of strategies and movement concepts
III. outline 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.
1–2	The learner: I. **recalls** and **applies** skills and techniques with limited success II. **recalls** and **applies** strategies and movement concepts with limited success III. **recalls** and **applies** information to perform.
3–4	The learner: I. **demonstrates** and **applies** skills and techniques with limited success II. **demonstrates** and **applies** strategies and movement concepts **with limited success** III. **identifies** and **applies** information to perform.
5–6	The learner: I. **demonstrates** and **applies** skills and techniques II. **demonstrates** and **applies** strategies and movement concepts III. **identifies** and **applies** information to perform **effectively**
7–8	The learner: I. **demonstrates** and **applies a range of** skills and techniques II. **demonstrates** and **applies a range** of strategies and movement concepts III. **outlines** and **applies** information to perform **effectively**.

Notes for criterion C:

Criterion C must be assessed in performance/playing situations.

- A student's ability to demonstrate and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply strategies and movement concepts could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to outline and apply information to perform effectively could include: reading the situation, processing information, responding to feedback and making

appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.

● Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

Criterion D: Reflecting and improving performance

At the end of year 3, Learners should be able to:

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

Achievement level	Level descriptor
0	The learner **does not** reach a standard described by any of the descriptors below.
1–2	The learner: I. **identifies** strategies to enhance interpersonal skills II. **states** the effectiveness of a plan III. **outlines** performance.
3–4	The learner: I. **identifies** and **demonstrates** strategies to enhance interpersonal skills II. **states** the effectiveness of a plan based on the outcome III. **outlines** and **summarizes** performance.
5–6	The learner: I. **outlines** and **demonstrates** strategies to enhance interpersonal skills II. **describes** the effectiveness of a plan based on the outcome III. **outlines** and **evaluates** performance.
7–8	The learner: I. **describes** and **demonstrates** strategies to enhance interpersonal skills II. **explains** the effectiveness of a plan based on the outcome III. **explains** and **evaluates** performance.

Notes for criterion D

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

• This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for

improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive 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 8 MYP curriculum is designed to encourage thought and creativity in order to develop the necessary skills through a coordinated series of topics based on experimental and theoretical science. Units draw on all three Sciences although they may have an obvious focus on Biology, Chemistry or Physics. The Units are:

1. How does my body work?
2. How do chemicals make up our world?
3. How do we use waves?
4. The science of sports

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. There will be times when year 8 learners will be able to work in a variety of different groups. 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 3, learners should be able to:

I.   describe scientific knowledge
II. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
III. analyse information to make scientifically supported judgments.

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: 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.**
3–4	The learner is able to: I. **state** scientific knowledge II. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** III. **apply** information to make **scientifically supported judgments.**
5–6	The learner is able to: I. **outline** scientific knowledge II. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** III. **interpret** information to make **scientifically supported judgments.**
7–8	The learner is able to: I. **describe** scientific knowledge II. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** III. **analyse** information to make **scientifically supported judgments.**

Criterion B: Inquiring and designing

At the end of year 3, learners should be able to:

I.   describe a problem or question to be tested by a scientific investigation
II. outline a testable hypothesis and explain it using scientific reasoning
III. describe how to manipulate the variables, and describe 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	The learner is able to: I. **state** a problem or question to be tested by a scientific investigation, with **limited success** II. **state** a testable hypothesis III. **state** the variables IV. design **a method, with limited success**
3–4	The learner is able to: I. **state** a problem or question to be tested by a scientific investigation II. **outline** a testable hypothesis **using scientific reasoning** III. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected IV. design a **safe method** in which he or she **selects materials and equipment**.
5–6	The learner is able to: I. **outline** a problem or question to be tested by a scientific investigation II. **outline and explain** a testable hypothesis **using scientific reasoning** III. **outline** how to manipulate the variables, and **outline** how **sufficient**, **relevant data** will be collected IV. design a **complete and safe method** in which he or she **selects appropriate materials and equipment**.
7–8	The learner is able to: I. **describe** a problem or question to be tested by a scientific investigation II. **outline and explain** a testable hypothesis **using correct scientific reasoning** III. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant** data will be collected IV. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment.**

Criterion C: Processing and evaluating

At the end of year 3, learners should be able to:

- I.   present collected and transformed data
- II.   interpret data and describe results using scientific reasoning
- III.   discuss the validity of a hypothesis 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	The learner is able to: I. **collect and present** data in numerical and/or visual forms II. **accurately interpret** data III. **state** the validity of a hypothesis **with limited reference** to a scientific investigation IV. **state** the validity of the method **with limited reference** to a scientific investigation V. **state limited** improvements or extensions to the method.
3–4	The learner is able to: I. **correctly collect and present** data in numerical and/or visual forms II. accurately interpret data and **describe** results III. **state** the validity of a hypothesis based on the outcome of a scientific investigation IV. **state** the validity of the method based on the outcome of a scientific investigation V. **state** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The learner is able to: I. **correctly collect, organize and present** data in numerical and/or visual forms II. **accurately** interpret data and **describe** results **using scientific reasoning** III. **outline** the validity of a hypothesis based on the outcome of a scientific investigation IV. **outline** the validity of the method based on the outcome of a scientific investigation V. **outline** improvements or extensions to the method that would benefit the scientific investigation.

The learner is able to:

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

Criterion D: Reflecting on the impacts of science

At the end of year 3, Learners should be able to:

  I.   describe the ways in which science is applied and used to address a specific problem or issue
  II. discuss and analyse 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	The learner is able to, **with limited success**: I. **state** the ways in which science is used to address a specific problem or issue II. **state** the implications of the use of science to solve a specific problem or issue, interacting with a factor III. **apply** scientific language to communicate understanding but does so **with limited success** IV. document sources, **with limited success.**
3–4	The learner is able to: I. **outline** the ways in which science is used to address a specific problem or issue II. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor III. **sometimes apply** scientific language to communicate understanding IV. **sometimes** document sources **correctly**
5–6	The learner is able to: I. **summarize** the ways in which science is applied and used to address a specific problem or issue II. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor III. **usually apply** scientific language to communicate understanding **clearly and precisely** IV. **usually** document sources **correctly**

The learner is able to:

7–8

I. **describe** the ways in which science is applied and used to address a specific problem or issue

II. **discuss and analyse** the implications of using science and its application to solve a specific problem or issue, interacting with a factor

III. **consistently apply** scientific language to communicate understanding **clearly and precisely**

IV. document sources **completely.**