

MYP YEAR 8 CURRICULUM BOOKLET

2024 – 2025



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

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Introduction

Nexus learners study the International Baccalaureate Middle Years Programme (MYP) in Year 7 to 9. The MYP builds upon the knowledge, skills and attitudes developed in the IB PYP and prepares learners to meet future academic challenges including IGCSE and the IB Diploma Programme. Learners from any educational background can thrive in the MYP.

Learning and teaching in the MYP is framed by inquiry, action and reflection. Or more simply asking, doing and thinking. Learners are taught by subject specialists in modern facilities across eight subject groups. Each topic is concept driven and set within a global context. Conceptual learning focuses on organising ideas that have relevance within and across subject groups. Concepts help to integrate learning; they deepen disciplinary understanding while building capacity to engage with complex ideas and apply them to new situations. Global contexts help learners engage in purposeful learning by providing relevance and meaning of how learning fits into the world.

Nexus uses CAT4 baseline data to create a unique profile for each learner. Learners are then tracked against individual subject targets across the year. Learners are encouraged to reflect on their individual growth not just by grades but by using the ten [Learner Profile attributes](#) and the Approaches to Learning skills they develop. These are the skills that underpin successful learning: Communication, Social, Self-Management, Research, and Thinking. Through reflecting and developing these attributes and skills, learners are well prepared for university and life beyond school, having many of the qualities like critical thinking, problem solving and collaboration that society is looking for.

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 opportunities and exciting 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.

Nexus International School (Singapore) is a Candidate School for the MYP. This school is already authorised as an IB World School to offer the PYP and the IBDP and is pursuing authorisation as an IB World School for the MYP Programme. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Nexus International School (Singapore) believes is important for our students.*

**Only schools authorised by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorisation will be granted. For further information about the IB and its programmes, visit www.ibo.org*

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The Year 8 Curriculum

The IB MYP in Year 8 includes the following subjects:

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

Learners study the MYP for three years (Years 7 to 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 which complements the subject curriculum. Alongside the daily reflection time and regular assemblies, this supports the holistic development of learners.

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 Year 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 analysing	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	Organising	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 this is used to arrive at the learner's final achievement grade for each subject.

For example, in 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 James Cairns	6	5	6	7	8

The semester grade (6) is calculated by adding all the criteria scores together ($5+6+7+8=26$) and referencing it against the International Baccalaureate's 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 grade 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 learner'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 each learner's 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 explain to learners how they are progressing, and how they can be even more successful.

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 the passions and interests they develop in things they are learning;
- 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 organisation.

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, prioritising 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 provides these opportunities. For it to be useful, both teachers and learners must use the information gained to adjust teaching and learning 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 plagiarised 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 will have their absence reported to Immigration and Checkpoints Authority (ICA) should their attendance fall under 90%. 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 Year 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 – Gopeng, Malaysia

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 them 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 started 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.

Arts

The aims of 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.

MUSIC

Learners study eight 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. Our units are focused around the MYP criteria or are more skills based and not assessed.

Learning music at Nexus can go beyond the classroom through instrumental lessons through a comprehensive instrumental programme which feeds into a wide range of music ensembles available for all abilities. Throughout the year we offer a range of concerts and performances inside and outside the school.

COURSE OUTLINE - MUSIC

Units covered

Unit 1: Samba (MYP)

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: Guitar Heroes (MYP)

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.

Unit 3: Sibelius (Skills)

Simple creating tasks and 'hide n seek' games will allow learners to delve further into how the music software 'SIBELIUS' works. For this project learners will be using the music tech suite in the music department and utilising the music software 'Sibelius'.

Unit 4: Minimalism (Less is more!) (MYP)

Learners discover Minimalism through music. Researching specific minimalist composition techniques and applying these to their own compositions.

Unit 5: Feelin' the Blues (MYP)

Learners will perform and improvise using primary chords and a blues scale and also have an understanding of how blues started and influenced popular music. Learners will work collaboratively to produce a final 12 bars blues performance.

Unit 6: Remix (MYP)

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.

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.

COURSE OUTLINE - VISUAL ART**Units covered****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.

DRAMA

Learners study two 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 theater 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.

COURSE OUTLINE - DRAMA

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 and devising 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 create a scene or short play from scratch and apply skills in characterisation and voice to make an audience 'stop, think or act'.

ASSESSMENT - ARTS

Each unit of work is assessed according to the relevant MYP criteria Investigating, Developing Skills, Performing/Creating and Reflection. 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	<p>The student:</p> <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> 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.
5–6	<p>The student:</p> <ol style="list-style-type: none"> 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.
7–8	<p>The student:</p> <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> I. demonstrates limited practical exploration of an idea or ideas II. presents a clear artistic intention and states artistic choices.
3-4	<p>The student:</p> <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> I. demonstrates limited skills and techniques through the creation or performance of a finalized work.
3–4	The student: <ol style="list-style-type: none"> I. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.
5–6	The student: <ol style="list-style-type: none"> I. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.
7–8	The student: <ol style="list-style-type: none"> 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	<p>The student:</p> <ol style="list-style-type: none"> I. outlines some elements of their own artwork or performance II. identifies some aspects of their development as an artist.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. describes their own artwork or performance II. outlines their development as an artist.
5-6	<p>The student:</p> <ol style="list-style-type: none"> I. analyses their own artwork or performance II. describes their development as an artist.
7-8	<p>The student:</p> <ol style="list-style-type: none"> I. evaluates their own artwork or performance II. analyses their development as an artist.

Design

The aims of 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

Unit 1: Innovation: Micro Bits

Statement of Inquiry -Understanding and utilizing programmable systems such as Micro:bits enhances our ability to innovate and communicate solutions to complex problems, driving scientific and technical advancements.Learners will create dice,rock papers, scissors and reaction tester, inch worm using micro bits.

Unit 1: Innovation: Scratch game- programming

Statement of Inquiry - Scientific logic and systems can be used to create innovative and functional products. Learners will explore the fundamentals of programming using Scratch. Through hands-on activities and projects, learners will learn key programming concepts such as sequencing, loops, conditionals, variables, and events .The main objective of the unit will be designing and developing a game using scratch.

Unit 2: Playground design

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: Sustainability - Apron design

Statement of inquiry - Perspectives on inequality, difference and inclusion are needed for fair development. Learners will be researching 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

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 prioritises 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	<p>The student:</p> <ol style="list-style-type: none"> I. states the need for a solution to a problem II. states some of the main findings of relevant research.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. outlines the need for a solution to a problem II. states the research needed to develop a solution to the problem, with some guidance III. outlines one existing product that inspires a solution to the problem IV. develops a basic design brief, which outlines some of the findings of relevant research..
5–6	<p>The student:</p> <ol style="list-style-type: none"> I. explains the need for a solution to a problem II. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidance III. describes a group of similar products that inspire a solution to the problem IV. develops a design brief, which outlines the findings of relevant research.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. explains and justifies the need for a solution to a problem II. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently III. analyses a group of similar products that inspire a solution to the problem IV. develops a design brief, which presents the analysis of relevant research.

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	<p>The student:</p> <ol style="list-style-type: none"> I. lists a few basic success criteria for the design of a solution II. presents one design idea, which can be interpreted by others III. creates incomplete planning drawings/diagrams.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. constructs a list of the success criteria for the design of a solution II. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others III. outlines the main reasons for choosing the design with reference to the design specification IV. creates planning drawings/diagrams or lists requirements for the chosen solution.
5–6	<p>The student:</p> <ol style="list-style-type: none"> I. develops design specifications, which identify the success criteria for the design of a solution II. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others III. presents the chosen design and outlines the main reasons for its selection with reference to the design specification IV. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. develops a design specification which outlines the success criteria for the design of a solution based on the data collected II. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others III. presents the chosen design and outlines the reasons for its selection with reference to the design specification

IV. **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Criterion C: Creating the solution

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

- I. 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
- II. demonstrate excellent technical skills when making the solution
- III. follow the plan to create the solution, which functions as intended
- IV. 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	<p>The student:</p> <ol style="list-style-type: none"> I. demonstrates minimal technical skills when making the solution II. creates the solution, which functions poorly and is presented in an incomplete form.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution II. demonstrates satisfactory technical skills when making the solution III. creates the solution, which partially functions and is adequately presented IV. outlines changes made to the chosen design or plan when making the solution.
5–6	<p>The student:</p> <ol style="list-style-type: none"> I. constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solution II. demonstrates competent technical skills when making the solution III. creates the solution, which functions as intended and is presented appropriately IV. outlines changes made to the chosen design and plan when making the solution.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution II. demonstrates excellent technical skills when making the solution III. follows the plan to create the solution, which functions as intended and is presented appropriately IV. explains changes made to the chosen design and plan when making the solution.

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	<p>The student:</p> <ol style="list-style-type: none"> I. describes a testing method, which is used to measure the success of the solution II. states the success of the solution.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. describes a relevant testing method, which generates data, to measure the success of the solution II. outlines the success of the solution against the design specification based on relevant product testing III. lists the ways in which the solution could be improved IV. outlines the impact of the solution on the client/target audience.
5-6	<p>The student:</p> <ol style="list-style-type: none"> I. describes relevant testing methods, which generate data, to measure the success of the solution II. describes the success of the solution against the design specification based on relevant product testing III. outlines how the solution could be improved IV. describes the impact of the solution on the client/target audience, with guidance.
7-8	<p>The student:</p> <ol style="list-style-type: none"> I. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution II. explains the success of the solution against the design specification based on authentic product testing III. describes how the solution could be improved IV. describes the impact of the solution on the client/target audience.

Individuals and Societies

The aims of 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 MYP Individuals and Societies course is designed to teach learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP Individuals and Societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

Units covered

- Unit 1: Changing World (Revolutions)
- Unit 2: Emerging World (Development Indicators)
- Unit 3: Distorted World (Politics and the Mass Media)
- Unit 4: Distinguished World (Singaporean Culture)

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	<p>The student:</p> <ol style="list-style-type: none"> I. makes limited use of terminology II. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. uses some terminology accurately II. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5-6	<p>The student:</p> <ol style="list-style-type: none"> I. uses considerable and relevant terminology accurately II. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	<p>The student:</p> <ol style="list-style-type: none"> I. consistently uses a range of terminology accurately II. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

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	<p>The student:</p> <ol style="list-style-type: none"> I. identifies a research question that is clear, focused and relevant II. formulates a limited action plan or does not follow a plan III. collects and records limited or sometimes irrelevant information IV. with guidance, reflects on the research process and results in a limited way.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. formulates/chooses a research question that is clear and focused and describes its relevance II. formulates and occasionally follows a partial action plan to investigate a research question III. uses a method(s) to collect and record some relevant information IV. with guidance, reflects on the research process and results.
5-6	<p>The student:</p> <ol style="list-style-type: none"> I. formulates/chooses a clear and focused research question and describes its relevance in detail II. formulates and mostly follows a sufficiently developed action plan to investigate a research question III. uses methods to collect and record appropriate relevant information IV. with guidance, evaluates on the research process and results.
7-8	<p>The student:</p> <ol style="list-style-type: none"> I. formulates/chooses a clear and focused research question and explains its relevance II. formulates and effectively follows a consistent action plan to investigate a research question III. uses methods to collect and record appropriate and varied relevant information IV. with guidance, provides a detailed evaluation of the research process and results.

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	<p>The student:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is not always appropriate to the audience and purpose II. organizes information and ideas in a limited way III. lists sources of information inconsistently.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose II. somewhat organizes information and ideas III. creates an adequate reference list and sometimes cites sources.
5–6	<p>The student:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is mostly appropriate to the audience and purpose II. mostly structures information and ideas according to the task instructions III. creates an adequate reference list and usually cites sources.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. communicates information and ideas in a way that is completely appropriate to the audience and purpose II. structures information and ideas completely according to the task instructions III. creates a complete reference list and always cites sources.

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. summarise 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	<p>The student:</p> <ol style="list-style-type: none"> I. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way II. begins to identify connections between information to make simple arguments III. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data IV. identifies different perspectives.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. completes a simple analysis of concepts, issues, models, visual representation and/or theories II. summarizes information to make some adequate arguments III. analyses sources/data in terms of origin and purpose, recognizing some value and limitations IV. recognizes different perspectives and suggests some of their implications.
5–6	<p>The student:</p> <ol style="list-style-type: none"> I. completes a suitable analysis of concepts, issues, models, visual representation and/or theories II. summarizes information in order to make usually valid arguments III. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations IV. clearly recognizes different perspectives and describes most of their implications.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. completes a detailed analysis of concepts, issues, models, visual representation and/or theories II. summarizes information to make consistent, well-supported arguments III. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations IV. clearly recognizes different perspectives and consistently explains their implications.

English as an Additional Language

English Language Acquisition

COURSE OUTLINE

The English as an Additional Language curriculum in Year 8 has been designed to cater for the needs of learners who are low intermediate to intermediate level according to the Common European Framework for Languages (CEFR) and the WIDA. The program supports language development through the four essential language skills: listening, speaking, reading, and writing. Included in the curriculum are ample opportunities to practise and refine these skills in various contexts, enabling learners to become a proficient and confident English language user.

In addition to focusing on language skills, this program also emphasises the exploration of different cultures, as language and culture are closely intertwined. By studying literature, media, and authentic materials from diverse cultural backgrounds, learners will gain a deeper understanding of the world, enhance their intercultural awareness, and develop a respect for different perspectives.

Throughout their MYP English Language Acquisition journey, learners will be encouraged to think critically, express their ideas effectively, and collaborate with their peers. They will engage in a range of individual and group activities, including discussions, presentations, and creative projects, to enhance their language proficiency and develop their ability to communicate meaningfully.

The MYP English Language Acquisition program aims to equip learners with the necessary skills and knowledge to succeed not only in English language learning but also in their broader academic pursuits and future endeavours. By the end of Year 8, they will have built a strong foundation in English language acquisition, enabling them to express themselves confidently, engage with various texts, and navigate the complexities of the English language.

Units covered - ADDITIONAL & INTENSIVE PROVISION

- What is poetry?
- What would life be like in a world without letters?
- What if everybody looked the same?
- How do you pass the time?

ASSESSMENT

In the MYP English Language Acquisition course, assessment is diverse and real-world focused. Students are evaluated through project-based assessments, performance tasks, written assignments, and reading comprehension exercises. They complete multimedia projects, role-plays, and written tasks like essays, analysing authentic texts to enhance critical thinking. Interactive activities and digital resources gauge engagement and understanding. Portfolios showcase progress, while peer and self-assessments encourage reflection and feedback. This approach ensures a comprehensive evaluation of students' language skills, preparing them for future success. Band descriptors are cited below in the Language Acquisition section.

English for Academic Purposes

COURSE OUTLINE

The English for Academic Purposes programme for Years 8 offers an exciting and engaging approach to learning English. This programme leverages captivating content from National Geographic, including stunning visuals, real-world stories, and interactive activities, to make language learning both fun and relevant.

Students in Years 7 explore diverse topics that spark curiosity and inspire them to connect with the world. The curriculum is designed to develop key language skills—listening, speaking, reading, and writing—through authentic materials that reflect real-life scenarios and global cultures. With an emphasis on critical thinking, collaboration, and communication, the programme encourages students to think deeply and express themselves confidently in English.

By integrating National Geographic’s rich resources, the English for Academic Purposes programme not only helps students master the English language but also broadens their understanding of the world, fostering a lifelong love for learning and exploration.

Units covered - INTENSIVE PROVISION

- Your World, Mysterious World & Fit as a Fiddle
- Technological Wonders, Going Places & Living History
- Wild World, Media Matters & Making a Living
- See the World, Crime Time & You are what you wear

ASSESSMENT

In this programme learners are assessed through diverse, authentic methods. These methods ensure a comprehensive evaluation of language skills, preparing students for future academic success:

- Projects: Multimedia projects on National Geographic topics demonstrate research and presentation skills.
- Performance Tasks: Role-plays, debates, and simulations assess speaking and listening.
- Written Work: Essays and articles evaluate writing skills and content comprehension.
- Reading: Authentic texts with follow-up questions test reading comprehension and analysis.
- Interactive Activities: Quizzes, discussions, and group projects engage students and assess understanding.
- Portfolios: Compilations of work showcase student progress and achievements.
- Peer and Self-Assessments: Self-reflection and peer feedback help identify strengths and areas for improvement.

In addition, all EAL learners are assessed thrice yearly in August, November and February using the WIDA levels of English Language Proficiency and Common European Framework for Languages.

Students are graded according to their level in speaking and listening, reading and writing. They also receive a grade in literacy and oral language. The results of these tests inform movement throughout the EAL programme, and any potential exit to full mainstream immersion.

WIDA English Language Proficiency Levels

Level 1: Entering

- **Listening:** Understands simple language related to basic needs, supported by gestures or visual aids.
- **Speaking:** Uses single words or short phrases; relies heavily on non-verbal communication.
- **Reading:** Recognizes and understands basic words and phrases, especially with visual support.
- **Writing:** Writes simple words and phrases; relies on copying and using models.

Level 2: Emerging

- **Listening:** Understands phrases and short sentences, especially with contextual or visual support.
- **Speaking:** Produces phrases and short sentences; begins to participate in simple conversations.
- **Reading:** Reads and understands simple sentences and paragraphs on familiar topics.
- **Writing:** Writes phrases and simple sentences; begins to use basic grammatical structures.

Level 3: Developing

- **Listening:** Understands the main idea and some details in short spoken texts on familiar topics.
- **Speaking:** Produces longer sentences; participates in more complex conversations.
- **Reading:** Reads and understands longer texts with some complex sentences and less visual support.
- **Writing:** Writes simple paragraphs; uses a range of vocabulary and grammatical structures with some errors.

Level 4: Expanding

- **Listening:** Understands main ideas and details in longer spoken texts, including some unfamiliar topics.
- **Speaking:** Produces longer, more complex sentences; participates effectively in conversations and discussions.
- **Reading:** Reads and comprehends a variety of texts, including those with some academic language.
- **Writing:** Writes detailed paragraphs and short essays; uses more complex structures and vocabulary with fewer errors.

Level 5: Bridging

- **Listening:** Understands detailed information and inferences in a variety of spoken texts.
- **Speaking:** Produces detailed, coherent speech; participates in discussions on a range of topics with minimal errors.

- **Reading:** Reads and comprehends complex academic texts, including those with technical vocabulary.
- **Writing:** Writes clear, well-organised texts on a variety of topics; uses advanced vocabulary and structures with occasional errors.

Level 6: Reaching

- **Listening:** Understands a wide range of spoken language, including academic and technical discourse.
- **Speaking:** Produces fluent, coherent, and detailed speech in a range of contexts with near-native accuracy.
- **Reading:** Reads and comprehends texts of various genres and disciplines with near-native proficiency.
- **Writing:** Writes sophisticated and well-structured texts with near-native command of language and minimal errors.

Language Acquisition (French, Spanish and Chinese)

The aims of the teaching and learning of 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.

COURSE OUTLINE - SPANISH LANGUAGE ACQUISITION

The MYP Spanish Language Acquisition course has been designed to meet the needs of learners who are completely new to the Spanish 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 Spanish 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 our plans for the day? ¿Qué planes tenemos para hoy?
- Unit 2: What are your passions? ¿Cuáles son tus pasiones?
- Unit 3: Let's go shopping! ¡Vamos de compras!
- Unit 4: The world of work. El mundo del trabajo.

ASSESSMENT

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

COURSE OUTLINE - CHINESE LANGUAGE ACQUISITION

The MYP Chinese Language Acquisition 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: Market 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	<p>The student:</p> <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.

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- The student:
- 5–6
- 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.
-

- The student:
- 7–8
- 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	<p>The student:</p> <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts II. identifies basic conventions in simple authentic texts III. identifies basic connections in simple authentic texts.
5–6	<p>The student:</p> <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts II. interprets conventions in simple authentic texts. III. interprets connections in simple authentic texts.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts II. analyses conventions in simple authentic texts III. analyses connections in simple authentic texts.

Criterion C: Speaking

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

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

Criterion D: Writing

At the end of the 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. organise 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	<p>The student:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. presents some information in a partially-recognizable format using some basic cohesive devices IV. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. organizes information in a recognizable format using a range of basic cohesive devices IV. communicates some relevant information with some sense of audience and purpose to suit the context.

5–6	<p>The student:</p> <ol style="list-style-type: none"> I. uses a range of vocabulary II. uses a range of grammatical structures with a few errors which do not hinder communication III. organizes information in an appropriate format using simple and some complex cohesive devices IV. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	<p>The student:</p> <ol style="list-style-type: none"> I. uses a wide range of vocabulary II. uses a wide range of grammatical structures generally accurately III. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices IV. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

CAPABLE LEVEL

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

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

Criterion A: Listening

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.

3-4	<p>The student:</p> <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.
5-6	<p>The student:</p> <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts II. interprets conventions in simple and some complex authentic texts III. interprets connections in simple and some complex authentic texts.
7-8	<p>The student:</p> <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts II. analyses conventions in simple and some complex authentic texts III. analyses connections in simple and some complex authentic texts.

Criterion B: Reading

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	<p>The student:</p> <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts III. identifies basic connections in simple and some complex authentic texts.
3-4	<p>The student:</p> <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts II. identifies basic conventions in simple and some complex authentic texts

III. identifies **basic** connections in simple and some complex authentic texts.

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.
-

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

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

Criterion D: Writing

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

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

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

-
- 5–6
- 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: <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
3–4	The student: <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
5–6	The student: <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts II. interprets conventions in complex authentic texts III. interprets connections in complex authentic texts.
7–8	The student: <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts II. analyses conventions in complex authentic texts III. analyses connections in complex authentic texts.

Criterion B: Reading

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: <ol style="list-style-type: none"> I. identifies minimal stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
3–4	The student: <ol style="list-style-type: none"> I. identifies some stated information (facts and/or opinions) in complex authentic texts II. identifies basic conventions in complex authentic texts III. identifies basic connections in complex authentic texts.
5–6	The student: <ol style="list-style-type: none"> I. identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts II. interprets conventions in complex authentic texts III. interprets connections in complex authentic texts.
7–8	The student: <ol style="list-style-type: none"> I. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts II. analyses conventions in complex authentic texts III. analyses connections in complex authentic texts.

Criterion C: Speaking

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

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

Criterion D: Writing

At the end of the 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	<p>The student:</p> <ol style="list-style-type: none"> I. uses a limited range of vocabulary II. uses a limited range of grammatical structures with many errors which often hinder communication III. organizes some information in a recognizable format using some basic cohesive devices IV. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	<p>The student:</p> <ol style="list-style-type: none"> I. uses a basic range of vocabulary II. uses a basic range of grammatical structures with some errors which sometimes hinder communication III. organizes information in a recognizable format using a range of basic cohesive devices IV. communicates some relevant information with some sense of audience and purpose to suit the context.

5–6	<p>The student:</p> <ol style="list-style-type: none">I. uses a range of vocabularyII. uses a range of grammatical structures with a few errors which do not hinder communicationIII. organizes information in an appropriate format using simple and complex cohesive devicesIV. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	<p>The student:</p> <ol style="list-style-type: none">I. uses a wide range of vocabularyII. uses a wide range of grammatical structures generally accuratelyIII. organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devicesIV. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Language and Literature

The aims of 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 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: Passionate about Poetry
- Unit 3: Outsiders and Outliers
- Unit 4: Advertising and Appeal

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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes minimal use of organizational structures though these may not always serve the context and intention II. organizes opinions and ideas with a minimal degree of 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes adequate use of organizational structures that serve the context and intention II. organizes opinions and ideas with some degree of 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes competent use of organizational structures that serve the context and intention II. organizes opinions and ideas in a 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes sophisticated use of organizational structures that serve the context and intention effectively II. effectively organizes opinions and ideas in a 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	<p>The learner:</p> <ul style="list-style-type: none"> 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	<p>The learner:</p> <ul style="list-style-type: none"> 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	<p>The learner:</p> <ul style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of appropriate vocabulary and forms of expression II. writes and speaks in an inappropriate register and style that do not serve the context and intention III. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication IV. spells/writes and pronounces with limited accuracy; errors often hinder communication V. makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression II. sometimes writes and speaks in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication IV. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication V. makes some use of appropriate non-verbal communication techniques.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently II. writes and speaks competently in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication IV. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication V. makes sufficient use of appropriate non-verbal communication techniques.

The learner:

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

Language and Literature (Chinese)

The aims of 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 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: On Festivity and folktale
- Unit 2: On Nature and the World
- Unit 3: On Myth and Legend
- Unit 4: On Trials and Tribulations

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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes minimal use of organizational structures though these may not always serve the context and intention II. organizes opinions and ideas with a minimal degree of 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes adequate use of organizational structures that serve the context and intention II. organizes opinions and ideas with some degree of 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes competent use of organizational structures that serve the context and intention II. organizes opinions and ideas in a 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	<p>The learner:</p> <ol style="list-style-type: none"> I. makes sophisticated use of organizational structures that serve the context and intention effectively II. effectively organizes opinions and ideas in a 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	<p>The learner:</p> <ol style="list-style-type: none"> I. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, 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	<p>The learner:</p> <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> I. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, 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	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a limited range of appropriate vocabulary and forms of expression II. writes and speaks in an inappropriate register and style that do not serve the context and intention III. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication IV. spells/writes and pronounces with limited accuracy; errors often hinder communication V. makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression II. sometimes writes and speaks in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication IV. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication V. makes some use of appropriate non-verbal communication techniques.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently II. writes and speaks competently in a register and style that serve the context and intention III. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication IV. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication V. makes sufficient use of appropriate non-verbal communication techniques.

The learner:

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

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 to solve problems;
- develop powers of generalisation 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 the relationship between geometry and art through the key concept of form and the related concepts of measurement, transformation and creativity. As the year progresses, learners can look forward to number, algebra, statistics and probability, presented through inquiry and concepts such as logic, modelling and representation.

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 make progress in the mathematical and ATL skills being developed in the unit.

SUPPORT

For more information about MYP Mathematics, please visit our support page [here](#).

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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving simple problems in familiar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving more complex problems in familiar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving challenging problems in familiar situations; II. apply the selected mathematics successfully when solving these problems; III. generally solve these problems correctly in a variety of contexts.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select appropriate mathematics when solving challenging problems in 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns; II. state predictions consistent with patterns; III. <i>(not demonstrated at this level)</i>.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. apply mathematical problem-solving techniques to discover simple patterns; II. suggest relationships and/or general rules consistent with findings; III. <i>(not demonstrated at this level)</i>.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select and apply mathematical problem-solving techniques to discover complex patterns; II. describe patterns as relationships and/or general rules consistent with findings; III. verify these relationships and/or general rules.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. select and apply mathematical problem-solving techniques to discover complex patterns; II. describe patterns as relationships and/or general rules consistent with correct findings; III. verify and justify these relationships and/or general rules.

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. organise information using a logical structure.

Achievement level	Level descriptor
0	The learner does not reach a standard described by any of the descriptors below.
1–2	The learner is able to: <ol style="list-style-type: none"> I. use limited mathematical language; II. use limited forms of mathematical representation to present information; III. <i>(not demonstrated at this level);</i> IV. communicate through lines of reasoning that are difficult to interpret; V. <i>(not demonstrated at this level).</i>
3–4	The learner is able to: <ol style="list-style-type: none"> I. use some appropriate mathematical language; II. use appropriate forms of mathematical representation to present information adequately; III. <i>(not demonstrated at this level);</i> IV. communicate through lines of reasoning that are able to be understood, although these are not always clear; V. adequately organise information using a logical structure.
5–6	The learner is able to: <ol style="list-style-type: none"> I. usually use appropriate mathematical language; II. usually use appropriate forms of mathematical representation to present information correctly; III. 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 organised 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 organised** 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify some of the elements of the authentic real-life situation; II. <i>(not demonstrated at this level)</i>; III. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success; IV. <i>(not demonstrated at this level)</i>; V. <i>(not demonstrated at this level)</i>.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify the relevant elements of the authentic real-life situation; II. 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. <i>(not demonstrated at this level)</i>; V. describe whether the solution makes sense in the context of the authentic real-life situation.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. identify the relevant elements of the authentic real-life situation; II. select adequate mathematical strategies to model the authentic real-life situation; III. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation; IV. describe the degree of accuracy of the solution; V. 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.
-

Physical and Health Education

The aims of 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, 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 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	<p>The learner:</p> <ol style="list-style-type: none"> I. recalls physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations III. applies physical and health terminology to communicate understanding with limited success.
3-4	<p>The learner:</p> <ol style="list-style-type: none"> I. states physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations III. applies physical and health terminology to communicate understanding.
5-6	<p>The learner:</p> <ol style="list-style-type: none"> I. outlines physical and health education factual, procedural and conceptual knowledge II. applies physical and health education knowledge to 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	<p>The learner:</p> <ol style="list-style-type: none"> I. describes physical and health education factual, procedural and conceptual knowledge II. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations III. applies physical and health terminology consistently and effectively to communicate understanding.

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: <ol style="list-style-type: none"> I. states a goal to enhance performance II. outlines a limited plan for improving physical performance and health.
3–4	The student: <ol style="list-style-type: none"> I. lists goals to enhance performance II. outlines a plan for improving physical performance and health.
5–6	The learner: <ol style="list-style-type: none"> I. identifies goals to enhance performance II. designs a plan for improving physical performance and health.
7–8	The learner: <ol style="list-style-type: none"> 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	<p>The learner:</p> <ol style="list-style-type: none"> I. recalls and applies skills and techniques with limited success II. recalls and applies strategies and movement concepts with limited success III. recalls and applies information to perform.
3–4	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates and applies skills and techniques with limited success II. demonstrates and applies strategies and movement concepts with limited success III. identifies and applies information to perform.
5–6	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates and applies skills and techniques II. demonstrates and applies strategies and movement concepts III. identifies and applies information to perform effectively
7–8	<p>The learner:</p> <ol style="list-style-type: none"> I. demonstrates and applies a range of skills and techniques II. demonstrates and applies a range of strategies and movement concepts III. 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.
	The learner:
1–2	<ol style="list-style-type: none"> I. identifies strategies to enhance interpersonal skills II. states the effectiveness of a plan III. outlines performance.
	The learner:
3–4	<ol style="list-style-type: none"> I. identifies and demonstrates strategies to enhance interpersonal skills II. states the effectiveness of a plan based on the outcome III. outlines and summarizes performance.
	The learner:
5–6	<ol style="list-style-type: none"> 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.
	The learner:
7–8	<ol style="list-style-type: none"> I. describes and demonstrates strategies to enhance interpersonal skills II. explains the effectiveness of a plan based on the outcome III. explains and evaluates performance.

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.

Sciences

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

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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. recall scientific knowledge II. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations III. apply information to make judgments.
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state scientific knowledge II. apply scientific knowledge and understanding to solve problems set in familiar situations III. apply information to make scientifically supported judgments.
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. outline scientific knowledge II. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations III. interpret information to make scientifically supported judgments.
7–8	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. describe scientific knowledge II. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations III. analyse information to make scientifically supported 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state a problem or question to be tested by a scientific investigation, with limited success II. state a testable hypothesis III. state the variables IV. design a method, with limited success
3–4	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. state a problem or question to be tested by a scientific investigation II. 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. outline a problem or question to be tested by a scientific investigation II. outline 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. describe a problem or question to be tested by a scientific investigation II. outline and explain a testable hypothesis using correct scientific reasoning III. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected IV. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. collect and present data in numerical and/or visual forms II. 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. correctly collect and present data in numerical and/or visual forms II. accurately interpret data and 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. correctly collect, organize and present data in numerical and/or visual forms II. accurately interpret data and 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:

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

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	<p>The learner is able to, with limited success:</p> <ol style="list-style-type: none"> I. state the ways in which science is used to address a specific problem or issue II. state the implications of 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	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. outline the ways in which science is used to address a specific problem or issue II. outline the implications of using science to solve a specific problem or issue, interacting with a factor III. sometimes apply scientific language to communicate understanding IV. sometimes document sources correctly
5–6	<p>The learner is able to:</p> <ol style="list-style-type: none"> I. 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

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- 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.**
-