Course Booklet

Grade 7 & 8

2018-2019

Grade 7 & 8

LANGUAGE AND LITERATURE

English Language and Literature

Grade 7

During this year we will focus on both module and cross-curricular units of work in Language and Literature. Student assessment will be differentiated to accommodate grade specific MYP assessment criteria. Suggested units will be from the following list:

- Stranger than Fiction – A study of non-fiction texts, use of language and studying the stylistic differences between fact, fiction and opinions. The students will also practice note-taking, researching and referencing in the appropriate format.
- Shakespeare - *The Tempest*. A study of the format of the play, its content and its language. Producing a modern text for production and performance.
- Literature – *Chandra:* The students will explore the idea that culture, religion and tradition may make us who we are. Writing a continuation in "cliff-hanger" style and book review. This book can be linked to cross-curricular work in humanities and the study of India past and present.
- The Renaissance – Cross-curricular with Individuals and Societies. Using different forms of communication. Differences between formal and informal texts, text comprehension, research and presentation of information.
- The Environment– Rights and responsibilities of individuals, local, national and global communities with regards to aspects of the environment (protection fauna and flora.) Studying different forms of presentation of information –Reports, summaries, action plans and budgets, tourist brochures.

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format. Students will carry out text comprehension exercises, interpretation of visual information and produce written pieces in different formats, plan and execute oral presentations and compare and contrast genres and authors.

Assessment

Language and Literature will be assessed using four components – Analysing, Organizing, Producing text and Using Language. For each of these there is a rubric informing students what they need to do in order to achieve a certain level. Students should make sure they read each rubric carefully so that they understand what they are assessed on. The rubrics will be put available on the learning platform It's Learning along with the learning objectives for each unit.

Criterion A: Analysing – Maximum 8

Assessed through comparing and contrasting genres and texts, analysing the effects of the creator's choice on an audience and analyzing content, context, language, structure, technique and style of the texts.

Criterion B: Organising – Maximum 8

Assessed through producing work that employs organisational structures that serve context and intention, and using referencing and formatting tools to create work that serves the context and intention.

Criterion C: Producing Text – Maximum 8

Assessed by making stylistic choices in terms of linguistic, literary and visual devices, and demonstrating awareness of impact on an audience.

Criterion D: Using Language – Maximum 8

Assessed by written pieces in different formats, which employ correct grammar, syntax, spelling, punctuation and the use of appropriate non-verbal communication techniques.

LANGUAGE AND LITERATURE

English Language and Literature

Grade 8

During this year we will focus on both module and cross-curricular units of work in Language and Literature.

Unit

- Gothic Genre – *Students will learn how to identify the characteristics of the genre and apply their knowledge to creative writing, discussions and presentation.*
  Texts: Literature Through Text 3, Frankenstein Play, Twilight and assorted song texts.
- Power of Imagery and Advertising – *This is a study of visual information and how it is used. Students will discuss and study how the absence of free speech can change the way we communicate. They will also be able to see how we have changed the way we communicate and through the study of symbolism connected to the imagery and texts, they will see how meanings can be constructed and flow to the consumer in physical form.*
- Poetry and Inspiration – *A study of how classic texts and poetry can raise our awareness to political and social situations. The students will also compare the sonnets of Petrarch and Shakespeare, and identifying the source of inspiration.*
- Literature – *The Pigman, Across the Barricades. Students will be able to choose one of these two books to work with. The content of both books covers how it is to be a young person and how we can be affected by our surroundings and our peers. The students can ask – Is it possible to break out of the mould?*

Assessment

Criterion A: Analysing – Maximum 8
Assessed through comparing and contrasting genres and texts, analysing the effects of the creator's choice on an audience and analyzing content, context, language, structure, technique and style of the texts.

Criterion B: Organising – Maximum 8
Assessed through producing work that employs organizational structures that serve context and intention, and using referencing and formatting tools to create work that serves the context and intention.

Criterion C: Producing Text – Maximum 8
Assessed by making stylistic choices in terms of linguistic, literary and visual devices, and demonstrating awareness of impact on an audience.

Criterion D: Using Language – Maximum 8
Assessed by written pieces in different formats which employ correct grammar, syntax, spelling, punctuation and the use of appropriate non-verbal communication techniques.

LANGUAGE AND LITERATURE

Norwegian Language and Literature

The four assessment criteria in Norwegian Language and Literature are:

A: Analysing.
B: Organizing.
C: Producing text.
D: Using language.

Each criterion has detailed descriptors, and is leveled up to a maximum of eight. Students are engaged in unit studies in at least four units each year. The units are based on conceptual ideas and the studies require student's involvement in making inquiry questions related to a global context. The learning process also includes attaining, practicing, and mastering identified approaches to learning skills. The assessment of formative and summative learning records the student's level of competence in the subject.

Grade 7

Unit 1 Animation in cultural context
Example of task: *compare two animations from two different cultural context and analyses how filmmakers use cultural conventions in their productions. Conduct an oral presentation of your analyses.*
- Criterion C - make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, select relevant details and examples to develop ideas.
- Criterion A – identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts, identify and explain the effects of the creator's choices on an audience, interpret similarities and differences in features within and between genres and texts

Unit 2. Language and attitudes
Example of task: *produce persuasive texts*
- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner, use referencing and formatting tools to create a presentation style suitable to the context and intention
- Criterion D – use appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style

Unit 3. Themes in literature and film
Example of task: *close studies of a variety of texts in historical and current context*
- Criterion A – identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts, identify and explain the effects of the creator's choices on an audience, interpret similarities and differences in features within and between genres and texts

Unit 4. Texts without borders
Example of task: *compare and produce different texts according to the context, purpose and audience*

- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner, use referencing and formatting tools to create a presentation style suitable to the context and intention.
- Criterion C – produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, select relevant details and examples to develop ideas.
- Criterion D – use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style.

LANGUAGE AND LITERATURE

Norwegian Language and Literature

Grade 8

Unit 1: the concept of national language and culture

Example of task: *study and conduct a presentation of the construction of a national language and culture in historical context and current national images in written, oral and visual texts.*

- Criterion A - identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts, identify and explain the effects of the creator`s choices on an audience, justify opinions and ideas, using examples, explanations and terminology, interpret similarities and differences in features within and between genres and texts
- Criterion C: produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process, make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, select relevant details and examples to develop ideas.

Unit 2: text, form and time

Example of task: produce texts in contexts related to time, medium, purpose and audience.

- Criterion B - employ organizational structures that serve the context and intention use referencing, organize opinions and ideas in a coherent and logical manner, use referencing and formatting tools to create a presentation style suitable to the context and intention
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style

Unit 3: literary heritage

Example of task: study and write about literary interpretations of local and global society

- Criterion A - identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts, identify and explain the effects of the creator's choices on an audience, interpret similarities and differences in features within and between genres and texts
- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style

Unit 4: grammar - a language about language

Example of task: produce and assess texts in a linguistic context

- Criterion D - use appropriate and varied vocabulary, sentence structures and forms of expression, write and speak in an appropriate register and style
  - use correct grammar, syntax and punctuation, spell, write and pronounce with accuracy
- Criterion B - employ organizational structures that serve the context and intention use referencing and organize opinions and ideas in a coherent and logical manner
  - use referencing and formatting tools to create a presentation style suitable to the context and intention

Language and literature assessment criteria: Year 3

Criterion A: Analysing

Maximum: 8

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 relationships 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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationships among texts ii. provides **minimal** identification and explanation of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. interprets **few** similarities and differences in features within and between genres and texts.
3–4	The student: i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationships 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.

Achievement level	Level descriptor
5–6	The student: i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships 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.
7–8	The student: i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships 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

Maximum: 8

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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: 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

Maximum: 8

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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination or sensitivity and **minimal** exploration and consideration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few relevant** details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.
5–6	The student: 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.

Achievement level	Level descriptor
7–8	The student: 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

Maximum: 8

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 student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication iv. spells/writes and pronounces with limited accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: 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.

Achievement level	Level descriptor
7–8	The student: i. **effectively** uses a varied 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 ACQUISITION

English Language Acquisition

Grade 7

- Medieval Mysteries
  Assessment tasks: Reading expository writing to elicit information. Writing to develop cohesive devices in sentences and paragraphs
- Novel - Chandra
  Assessment tasks: Book report and multi-media investigation
- Theatre - The Tempest
  Assessment tasks: Shakespearian insult competition, scene analyses

English Language Acquisition are criterion-related, based on four equally weighted assessment criteria. Students in English Language Acquisition will be taught concurrently with English Language and Literature students, but will be assessed on the appropriate phase of English Language Acquisition.
English Language Acquisition

Criterion A Comprehending spoken and visual text

- construct meaning and draw conclusions from information, main ideas and supporting details
- Interpret conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Criterion B Comprehending written and visual text

- Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- Interpret basic conventions including aspects of format and style, and author's purpose for writing
- Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Criterion C Communicating in response to spoken, written and visual text

- Respond appropriately to spoken, written and visual text
- Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- Express ideas and feelings, and communicate information in simple and complex texts
- Communicate with a sense of audience and purpose.

Criterion D Using language in spoken and written form

- Write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- Organize information and ideas into a structured text; use a wide range of cohesive devices
- Use language to suit the context

LANGUAGE ACQUISITION

English Language Acquisition

Grade 8

During this year we will focus on both module and cross-curricular units of work in Language Acquisition. Students will be a combined class with both Language Acquisition and English Language and Literature being taught together. The assessment of students will be differentiated and related to the specific assessment criteria for their course.

Unit Assessment Tasks

- Fictional Biography- The Absolutely True Diary of a Part-Time Indian by Sherman Alexie **Assessment Tasks**: Reading response journal, vocabulary list, literature circles
- Poetry
  Assessment Tasks: Multi-media research, poetry writing
- The Gothic- Frankenstein graphic novel and dramatic adaptation
  Assessment Tasks: Vocab list, Act summary, dramatic readings
- Media and Bias
  Assessment Tasks: Identification of rhetorical techniques, production of tabloid or Berliner
- Travel Writing and Tourism
  Assessment Tasks: Travel writing essay, interdisciplinary report on tourism in Bergen
- The Novel - Cat's Cradle by Kurt Vonnegut
  Assessment Tasks: Vocabulary list, language analysis

Assessment

Criterion A Comprehending spoken and visual text – Maximum 8
- Construct meaning and draw conclusions from information, main ideas and supporting details
- Interpret conventions
- Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Criterion B Comprehending written and visual text – Maximum 8
- Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- Interpret basic conventions including aspects of format and style, and author's purpose for writing
- Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Criterion C Communicating in response to spoken, written and visual text – Maximum 8
- Respond appropriately to spoken, written and visual text
- Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- Express ideas and feelings, and communicate information in simple and complex texts
- Communicate with a sense of audience and purpose.

Criterion D Using language in spoken and written form – Maximum 8
- Write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, Use clear pronunciation and intonation
- Organize information and ideas into a structured text; use a wide range of cohesive devices
- Use language to suit the context

LANGUAGE ACQUISITION

Norwegian Language Acquisition

Grade 7
The following units will be taught:

- Myself, my family and my friends – all phases
- My daily life – all phases
- Speaking about food- all phases
- My clothes - all phases
- Syntax and grammar – all phases

This is a language acquisition course for emergent, capable and proficient communicators. It is taught within the MYP framework for language acquisition combined with the curriculum for the subject "Basic Norwegian for language minorities" from the Norwegian national curriculum and is structured in 6 phases: 1-2 emergent communicators, 3-4 capable communicators, 5-6 proficient communicators. The individual student's phase is determined according to their language proficiency (oral, visual, and written). For students who are in Norway on a long-time basis, the aim is that they should eventually become proficient enough to transfer to Language and Literature.

Organization

Language Acquisition students are ideally taught in groups of a similar phase. At ISB we strive to do this wherever feasible, often through differentiation within one teaching group.

Language Acquisition students will sometimes take part in Language and Literature classes when this is seen to be pedagogically beneficial for the individual student's language acquisition. This is an on-going evaluation and the decision is made by the subject teachers. These students are still considered as Language Acquisition students and will be assessed using Language Acquisition criteria.

A transition from Norwegian Language Acquisition to Language and Literature happens after an evaluation by the subject teacher and in dialogue with the student and parents.

Assessment

Criterion A: Comprehending spoken and visual text – Maximum 8
A typical task would be watching a film, a clip from TV or a spoken or visual advertisement and the students answer questions either spoken or written. Phases 1-2 can answer questions in English.

Criterion B: Comprehending written and visual text. – Maximum 8
The students read a written and visual text and answer questions.

Criterion C: Communicating in response to spoken, written and visual text – Maximum 8
The students can here write an essay or an oral task where they express ideas and feelings, and communicate information in familiar and unfamiliar situations.

Criterion D: Using language in a spoken and written form – Maximum 8
Here the student will show the use of a range of vocabulary, grammatical structures and convention, pronunciation in oral expression and organization of information and ideas, and use of basic cohesive devices. This will be assessed in an interactive oral task or a written task.

LANGUAGE ACQUISITION

Norwegian Language Acquisition

Grade 8/9

In grade 8 and 9 this year, the following units will be taught:

- Everyday life - phase 1
- News – phases 2-6
- Who we are – all phases
- Folk tales – all phases
- Syntax and grammar – all phases

This is a language acquisition course for emergent, capable and proficient communicators. It is taught within the MYP framework for language acquisition combined with the curriculum for the subject "Basic Norwegian for language minorities" from the Norwegian National curriculum and is structured in 6 phases:

- 1-2 emergent communicators,
- 3-4 capable communicators,
- 5-6 proficient communicators.

The individual student's phase is determined according to their language proficiency (oral, visual, and written). For students who are in Norway on a long-time basis, the aim is that they should eventually become proficient enough to transfer to Language and Literature.

Organization

Language Acquisition students are ideally taught in groups of a similar phase. At ISB we strive to do this wherever feasible. In order to facilitate this, grade 8 and 9 students are combined.

Language Acquisition students will sometimes take part in Language and Literature classes when this is seen to be pedagogically beneficial for the individual student's language acquisition. This is an ongoing evaluation and the decision is made by the subject teachers. These students are still considered as Language Acquisition students and will be assessed using Language Acquisition criteria.

A transition from Norwegian Language Acquisition to Language and Literature happens after an evaluation by the subject teacher and in dialogue with the student and parents.

Assessment

Criterion A: Comprehending spoken and visual text – Maximum 8
A typical task would be watching a film or a clip from TV and the students answer questions either spoken or written. Phases 1-3 can answer questions in Norwegian or English.

Criterion B: Comprehending written and visual text – Maximum 8
The students read a written and visual text and answer questions.

Criterion C: Communicating in response to spoken, written and visual text – Maximum 8
This criterion will be assessed together with criteria A and B.

Criterion D: Using language in a spoken and written form – Maximum 8
This will be assessed in an interactive oral task or a written task.

LANGUAGE ACQUISITION

French Language Acquisition

Grade 7

We will use the books: Expo 1 chapter. 5 and 6/ Expo 2 chapter. 1 and 2, and the following units will be taught

- My daily life – all phase
- My free time – all phases
- My family and my home - all phases
- Tourism - all phases

We work on syntax and grammar ongoing – all phases

Grade 8

We will use the book Expo 2, the following units will be taught:

- My family and my home – all phase
- My free time – all phases
- Speaking about food- all phases
- Travel and holiday- all phases

We work on syntax and grammar ongoing – all phases

In the context of the language acquisition subject group framework, to be multiliterate is defined as being able to understand and use print-based and digital, spoken, written and visual text. This is a language acquisition course for emergent, capable and proficient communicators. It is taught within the MYP framework for language acquisition and the objectives will be to enable students understanding of the new language through learning language, learning through language, learning about language.

Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to particular age group or MYP years ant the teacher will need to decide the most suitable phase in which to place individual students or a group of students.

The phases as organized as follow:
- 1-2 emergent communicators,
- 3-4 capable communicators,
- 5-6 proficient communicators.

Assessment
Criterion A: Comprehending spoken and visual text – Maximum 8
A typical task would be watching a film, a clip from TV or a spoken or visual advertisement and the students answer questions either spoken or written. Phases 1-2 can answer questions in English.

Criterion B: Comprehending written and visual text – Maximum 8
The students read a written and visual text and answer questions.

Criterion C: Communicating in response to spoken, written and visual text – Maximum 8
The students can here write an essay or an oral task where they express ideas and feelings, and communicates information in familiar and unfamiliar situations.

Criterion D: Using language in a spoken and written form – Maximum 8
Here will the student show the use of range of vocabulary, grammatical structures and convention, pronunciation in oral expression and organization of information and ideas and use of basic cohesive devices.   This will be assessed in an interactive oral task or a written task.

Language acquisition assessment criteria: Phase 1

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 1, students should be able to:

iv.   identify basic facts, messages, main ideas and supporting details

v.   recognize basic conventions

vi.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages **considerably** with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. **clearly** identifies basic facts, messages, main ideas and supporting details ii. has **excellent** awareness of basic conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

i. identify basic facts, messages, main ideas and supporting details

ii. recognize basic aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. **clearly** identifies basic facts, messages, main ideas and supporting details ii. has **excellent** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

i.   respond appropriately to simple short phrases

ii.   interact in simple and rehearsed exchanges, using verbal and non-verbal language

iii.   use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

iv.   communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses **minimal** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics iv. communicates with a **limited** sense of audience.
3–4	The student: i. responds to simple short phrases and basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses **some** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics iv. communicates with **some** sense of audience.
5–6	The student: i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on **some** aspects of everyday topics iv. communicates with a **considerable** sense of audience.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **confidently** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases **effectively** to communicate ideas, feelings and information on **a variety** of aspects of everyday topics iv. communicates with an **excellent** sense of audience.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 1, students should be able to:

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize basic information and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and uses a **limited** range of basic cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; when speaking, uses clear pronunciation and **excellent** intonation, making communication easy ii. organizes basic information **clearly** and uses a range of basic cohesive devices **accurately** iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 2

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   show understanding of messages, main ideas and supporting details

ii.   recognize basic conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages **adequately** with the spoken and visual text by identifying some ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. shows **considerable** understanding of messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. shows **excellent** understanding of messages, main ideas and supporting details ii. has **excellent** awareness of basic conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   identify basic facts, main ideas and supporting details, and draw conclusions

ii.   recognize basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts and main ideas but **few** supporting details; is not **able** to draw conclusions ii. has **limited** awareness of basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions ii. recognizes **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, main ideas and supporting details, and draws conclusions ii. recognizes **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. **clearly** identifies basic facts, main ideas and supporting details, and draws conclusions ii. **clearly** recognizes basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   interact in basic structured exchanges

iii.   use phrases to communicate ideas, feelings and information in familiar situations

iv.   communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in basic structured exchanges iii. uses **minimal** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations iv. communicates with a **limited** sense of audience.
3–4	The student: i. responds to simple short phrases and **some** basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in basic structured exchanges iii. uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience.
5–6	The student: i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in **some** familiar situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **confidently** in basic structured exchanges iii. uses phrases **effectively** to communicate ideas, feelings and information in **a variety** of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an **excellent** sense of audience.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 2, students should be able to:

i.   write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii.   organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information and ideas, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** iii. **usually** uses language to suit the context.

Achievement level	Level descriptor
7–8	The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and excellent intonation, making communication easy ii. organizes basic information and ideas **clearly**, and uses a range of basic cohesive devices **accurately**; **there is a logical structure and cohesive devices add clarity to the message** iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 3

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

i.   show understanding of information, main ideas and supporting details, and draw conclusions

ii.   understand conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions ii. has **limited** understanding of conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions ii. has **some** understanding of conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions ii. has **considerable** understanding of conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions ii. has **excellent** understanding of conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

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

i.   show understanding of information, main ideas and supporting details, and draw conclusions

ii.   understand basic conventions including aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions ii. has **limited** understanding of basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions ii. understands **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions ii. understands **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions ii. **clearly** understands basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

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

i.   respond appropriately to spoken, written and visual text

ii.   interact in rehearsed and unrehearsed exchanges

iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

iv.   communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in rehearsed and unrehearsed exchanges iii. expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations iv. communicates with a **limited** sense of audience and purpose.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in rehearsed and unrehearsed exchanges iii. expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience and purpose.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. interacts **considerably** in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience and purpose.
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. interacts **confidently** in rehearsed and unrehearsed exchanges iii. **effectively** expresses **a wide range** of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of audience and purpose.

Criterion D: Using language in spoken and written form

Maximum: 8

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

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** information and ideas, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** iii. **usually** uses language to suit the context.

Achievement level	Level descriptor
7–8	The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and excellent intonation, making communication easy ii. organizes information and ideas **clearly**, and uses a range of basic cohesive devices accurately; there is a **logical** structure and cohesive devices add **clarity** to the message iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 4

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   construct meaning and draw conclusions from information, main ideas and supporting details

ii.   interpret conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** constructing meaning from information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. constructs **some** meaning and draws **some** conclusions from information, main ideas and **some** supporting details ii. interprets **some** conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. constructs **considerable** meaning and draws conclusions from information, main ideas and supporting details ii. interprets **most** conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. constructs **extensive** meaning and draws conclusions from information, main ideas and supporting details ii. interprets conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

ii.   interpret basic conventions including aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** constructing meaning by identifying stated information or main ideas and supporting details; is **not able** to draw conclusions ii. **has difficulty** interpreting basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. constructs **some** meaning from stated and **some** implied information, main ideas and supporting details; draws **some** conclusions ii. interprets **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. constructs **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. constructs **extensive** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance

iii. express ideas and feelings, and communicate information in simple and complex texts

iv.   communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas and feelings, and communicates **minimal** information in simple and complex texts iv. communicates with a **limited** sense of audience and purpose.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas and feelings, and communicates **some** information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with **some** sense of audience and purpose.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience and purpose.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and appropriately to spoken, written and visual text ii. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas and feelings, and communicates information in simple and complex texts; ideas are **relevant** and **developed**, and opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of audience and purpose.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 4, students should be able to:

i.   write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii.   organize information and ideas into a structured text; use a wide range of cohesive devices

iii.   use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** information, and cohesive devices are not used iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **limited** range of cohesive devices **accurately** iii. **usually** uses language to suit the context.

Achievement level	Level descriptor
7–8	The student: i. writes/speaks **effectively** using a range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and **excellent** intonation, making communication easy ii. organizes information and ideas **clearly into a well-structured text**; uses a range of cohesive devices **accurately**, adding **clarity and coherence** to the message iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 5

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i.   analyse and draw conclusions from information, main ideas and supporting details

ii.   analyse conventions

iii.   engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing conventions iii. engages **minimally** with the spoken and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective.. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyses **adequately** and draws some conclusions from information, main ideas and supporting details ii. analyses **some** conventions iii. engages **adequately** with the spoken and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **most** conventions iii. engages **considerably** with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details ii. analyses conventions iii. engages **thoroughly** with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i.   analyse and draw conclusions from information, main ideas and supporting details

ii.   analyse basic conventions including aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. analyses **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by analysing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details ii. analyses basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i.   respond appropriately to spoken, written and visual text

ii.   engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance

iii.   express ideas, opinions and feelings, and communicate information in a wide range of situations

iv.   communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various situations iv. communicates with a **limited** sense of register, purpose and style.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed iv. communicates **with** some sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of register, purpose and style.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 5, students should be able to:

i.   write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency

i.   organize information and ideas; use a wide range of cohesive devices

ii.   use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes **limited** information, and cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy ii. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 6

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i.   evaluate and draw conclusions from information, main ideas and supporting details

ii.   interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **minimally** with the spoken and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details in social and academic situations ii. **adequately** interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **adequately** with the spoken and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. evaluates considerably and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets to some degree the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages considerably with the spoken and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows considerable understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **thoroughly** with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i.   evaluate and draw conclusions from information, main ideas and supporting details

ii.   interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **minimally** with the written and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. **adequately** interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **adequately** with the written and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. evaluates **considerably** and draws conclusions from information, main ideas and supporting details ii. interprets **to some degree** the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **considerably** with the written and visual text by evaluating **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **thoroughly** with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i. respond appropriately to spoken, written and visual text

ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance

iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts

iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various social and academic contexts iv. communicates with a **limited** sense of register, purpose and style.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed complex exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of social and academic contexts; ideas are not always relevant or detailed iv. communicates with **some** sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of social and academic contexts; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style.

Achievement level	Level descriptor
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. engages **confidently** in rehearsed and unrehearsed complex exchanges to share a **variety** of **informative and organized** ideas on **a range** of topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of social and academic contexts; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of register, purpose and style.

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 6, students should be able to:

i.   write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique

ii.   organize information and ideas; use a wide range of cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes **limited** information, and cohesive devices are not used iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** oratory technique ii. organizes **some** information and ideas, and uses a range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; uses **good** oratory technique ii. organizes information and ideas **well**, and uses a **wide range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a **wide range** of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** oratory technique ii. organizes information and ideas **into a logical and well-structured text**; uses a wide range of cohesive devices **accurately and effectively** iii. uses language **effectively** to suit the context.

INDIVIDUALS AND SOCIETIES

Grade 7

During this year we will do between five and six units of work in Integrated Humanities. These units will be from the following list:

- Medieval Mysteries – *developments in Science and Technology, beliefs and ideas within culture and religion.*
- India – *Its history and culture past and present*
- Primary and Secondary activities
- Weathering, rivers, and coasts
- The Renaissance
- The Environment – *Rights and Responsibilities*

Grade 8

During this year we will do between five and six units of work in Humanities. These units will be from the following list:

- Ecosystems – *Investigation into different types of Ecosystems, the effect of our Carbon Footprints, human adaptation to different ecosystems and sustainability.*
- Urban Developement
- The Age of Exploration – *The discovery of the new world, source analysis, bias, the reasons for these journeys and how they were made possible through new developments in navigation and maps.*
- Tourism – *The problems and benefits of tourism, resources, sustainability and culture.*
- The Reformation – *New ideas, the causes and consequences of change.*
- EU Case study – *Rights and Responsibilities*

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format and identify bias, present information in a range of different formats eg. maps, timelines, graphs and sketches. Students will also be required to be active in note taking and discussions. Each unit will conclude with a reflection on the process and what has been achieved.

Assessment

Individuals and Societies will be assessed using four criteria:

- Knowing and Understanding,
- Investigating,
- Communicating
- Thinking Critically.

For each of these there is a rubric informing students what they need to do in order to achieve a certain level. Students should make sure they read each rubric carefully so that they understand what they are assessed on. The rubrics will be put available on the learning platform It's Learning along with the learning objectives for each unit.

Criterion A: Knowing and Understanding – Maximum 8
Assessed through written pieces of work in the form of essays, oral presentations, reports, posters, brochures, newspaper articles, action plans, budgets, diagrams, time-lines and maps.

Criterion B: Investigating – Maximum 8
Assessed through completing work plans, developing guiding/research questions and explaining the choice, collecting and recording relevant information consistent with the research question, and reflecting on the process and results of the investigation.

Criterion C: Communicating – Maximum 8
Assessed by communicating information with clarity in the forms indicated in Criterion A and listing sources according to the instructions from the task hand-outs.

Criterion D: Thinking Critically – Maximum 8
Assessed through information given in written pieces of work (see Criterion A), the identification of bias of sources, the use of information to form and give opinions and the identification and analysis of sources/data in terms of origin, purpose and usefulness.

Individuals and societies assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

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

i.   use a range of terminology in context

ii.   demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

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

Criterion B: Investigating

Maximum: 8

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

i. formulate/choose a clear and focused research question, explaining its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use methods to collect and record relevant information

iv. evaluate the process and results of the investigation, with guidance.

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

Criterion C: Communicating

Maximum: 8

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

i.   communicate information and ideas in a way that is appropriate for the audience and purpose

ii.   structure information and ideas according to the task instructions

iii. create a reference list and cite sources of information.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. communicates information and ideas in a style that is **not always** clear ii. organizes information and ideas in a **limited** way iii. **lists** sources of information **inconsistently**.
3–4	The student: i. communicates information and ideas in a way that is **somewhat** clear ii. **somewhat** organizes information and ideas iii. **creates** an **adequate** reference list and **sometimes** cites sources.
5–6	The student: i. communicates information and ideas in a style that is **mostly** appropriate to the audience and purpose ii. **mostly** structures information and ideas according to the task instructions iii. creates an **adequate** reference list and **usually** cites sources.
7–8	The student: i. communicates information and ideas in a style 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

Maximum: 8

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

i. analyse concepts, issues, models, visual representation and/or theories

ii. summarize information to make valid, well-supported arguments

iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

iv. recognize different perspectives and explain their implications.

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

MATHEMATICS

Mathematics

MYP mathematics is largely based on inquiry where the approach to the subject is through practical work and exploration. In mathematics. A text book is used as a resource in the classroom. The content of mathematics in the MYP is divided into four major branches.

Grade 7
- Numbers
- Algebra
- Geometry & Trigonometry
- Statistics & Probability

Grade 8
- Number, Ration and Indices – *Number skills, rational and recurring decimals, simplifying ratios, significant figures, approximation, proportional change, indices*
- Algebra – *Algebraic arithmetic, algebraic fractions, expanding and factorizing expressions, solving linear equations, solving inequalities*
- Formula and Problem Solving – *Solving routine and non-routine problems, generalized arithmetic, substitution, using equations to solve problems, Pythagoras*
- Shape and Space – *Construction and bisection of angles, area and perimeter of compound shapes, surface area of prisms*
- Coordinate Geometry – *Angle facts with straight lines, triangles and quadrilateral properties, coordinates, intersections of lines, y = mx + c, distance-time graphs*
- Statistics and Probability – *Averages, tabulated averages, discrete and grouped data, probability language, experimental and theoretical probability*

Assessment
Mathematics will be assessed according to four criteria.

Criterion A: Knowing and Understanding – Maximum 8
This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability. This assessment criterion is often summated in the form of chapter tests.

Criterion B: Investigating Patterns – Maximum 8
Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Students should be able to select and apply mathematical problem-solving techniques to discover complex patterns, describe patterns and prove, verify and justify general rules. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Criterion C: Communicating – Maximum 8
Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas both orally and in writing. This assessment criterion is summated through oral communication in presentations and through written assignments and tests.

Criterion D: Applying Mathematics in Real-life Contexts - Maximum 8
Mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results. This assessment criterion is often conducted independently and in groups through oral presentations and written assignments.

Mathematics assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students 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 student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** appropriate mathematics when solving simple problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
3–4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
5–6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
7–8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.

Criterion B: Investigating patterns

Maximum: 8

At the end of year 3, students 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 student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. **state** predictions consistent with patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to discover simple patterns ii. **suggest** relationships and/or general rules consistent with findings.
5–6	The student is able to: i. **select** and apply mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as relationships and/or general rules consistent with findings iii. **verify** these relationships and/or general rules.
7–8	The student is able to: i. **select** and apply mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as relationships and/or general rules consistent with correct findings iii. **verify** and **justify** these relationships and/or general rules.

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 4 (year 3 and higher). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and higher, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

Criterion C: Communicating

Maximum: 8

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

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

ii. **use** different forms of mathematical representation to present information

iii. **move** between different forms of mathematical representation

iv. **communicate** complete and coherent mathematical lines of reasoning

v. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **communicate** through lines of reasoning that are difficult to interpret.
3–4	The student is able to: i. **use** some appropriate mathematical language ii. **use** different forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are able to be understood, although these are not always clear iv. adequately **organize** information using a logical structure.
5–6	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** different forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. **communicate** through lines of reasoning that are clear although not always coherent or complete v. present work that is usually **organized** using a logical structure.
7–8	The student is able to: i. consistently **use** appropriate mathematical language ii. **use** different forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. **communicate** through lines of reasoning that are complete and coherent v. present work that is consistently **organized** using a logical structure.

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 3, students 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 student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select**, with some success, adequate mathematical strategies to model the authentic real-life situation iii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iv. **describe** whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **describe** the degree of accuracy of the solution v. **discuss** whether the solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
7–8	The student is able to: 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.

Integrated Science

"The scientific mind does not so much provide the right answers as asks the right questions". - Claude Levi-Strauss

During the year the following topics will be taught:

Grade 7
- Forces make the world go round
- Atoms, elements, compounds and mixtures
- Environment
- Acids and alkalis
- Rocks and Plate tectonics
- Plant Biology

Grade 8
- Scientific Method: Models in Science
- Periodic Table and Atomic structure – Properties of the Elements, Particle Theory
- Inorganic chemistry – Chemical bonding
- Human Biology I – Body systems
- Human Biology II - Genetics
- Forces and Motion

Assessment

The assessment for sciences courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A: Knowing and Understanding – Maximum 8

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.
- *Assessment tasks:* This objective must be assessed using tests or exams.

Criterion B: Inquiring and designing - Maximum 8

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. Using their background knowledge to develop a reason based hypothesis, set the variables for their investigation and also ascertain the units of measurement for their data.
- *Assessment task:* Lab report with a clear aim of their investigation, a hypothesis and tables and other organisers to collect the data, and skills to put together a safe and effective laboratory technique to carry out the experiment. These form the strands of assessment B

Criterion C: Processing and evaluating - Maximum 8

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions. Students are expected to use various graphing techniques to interpret their data and draw scientific conclusions from them.
- *Assessment task:* Lab report (most of the time this is a continuation of the lab report under criterion B) with data processing, conclusion and reflection.

Criterion D: Reflecting on the impacts of science - Maximum 8

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. A variety of communication modes will be applied in order to demonstrate effective communication techniques in the Sciences. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

- *Assessment Task:* The tasks used to assess this criterion will be essays on prescribed topics, or presentations made by students individually or in groups using varied media like power point, videos or posters.

Sciences assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students 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 student does not reach a standard indicated by any of the descriptors below.
1–2	The student is able to: i. **recall** scientific knowledge ii. apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to make **judgments**.
3–4	The student is able to: i. **state** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to make **scientifically supported judgments**.
5–6	The student is able to: i. **outline** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to make **scientifically supported judgments**.
7–8	The student is able to: i. **describe** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** iii. **analyse** information to make **scientifically supported judgments**.

Criterion B: Inquiring and designing

Maximum: 8

At the end of year 3, students 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 student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **state** a problem or question to be tested by a scientific investigation, with **limited success** ii. **state** a testable hypothesis iii. **state** the variables iv. design **a method, with limited success**.
3–4	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment**.
5–6	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **outline and explain** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how s**ufficient, relevant data** will be collected iv. design **a complete and safe method** in which he or she **selects appropriate materials and equipment**.
7–8	The student is able to: i. **describe** a problem or question to be tested by a scientific investigation ii. **outline and explain** a testable hypothesis **using correct scientific reasoning** iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant** data will be collected iv. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.

Criterion C: Processing and evaluating

Maximum: 8

At the end of year 3, students 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 student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **accurately interpret** data iii. **state** the validity of a hypothesis **with limited reference** to a scientific investigation iv. **state** the validity of the method **with limited reference** to a scientific investigation v. **state limited** improvements or extensions to the method.
3–4	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **describe** results iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **describe** results **using scientific reasoning** iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.

Achievement level	Level descriptor
7–8	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/or visual forms ii. **accurately interpret data** and **describe** results **using correct scientific reasoning** 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

Maximum: 8

At the end of year 3, students 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 student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. document sources, **with limited success**.
3–4	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources **correctly**.
5–6	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources **correctly**.

Achievement level	Level descriptor
7–8	The student is 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 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**.

DESIGN

Design

The MYP Design course aims to challenge students to apply practical and creative thinking skills in a variety of design situations. Inquiry and problem solving are at the heart of the subject group, and the students are required to use the design cycle. The final solutions they create can range from a model, or prototype, to a product or system as long as it is one that they have developed and created independently. All students are expected to be actively involved in the whole design process, rather than just the final solution. Each year students complete two units of work.

Grade 7
- Product - Educational Toy: *Students will design and create a simple but educational toy that children age 3 to 4 years old would enjoy.*
- Information - Waste Management Campaign: *The students will design a name, slogan and poster for a recycling/waste management campaign and then use these to create a Wikispace page and an A3 size informational poster.*

Grade 8
- Product Food Packaging: *Design and create a prototype food packaging for a new sandwich by the company 'Lunch to Go'. Environmental factors as well as aesthetics must be considered in its design.*
- Information School of the Future: *Design a school to be built by 2024 and create a presentation to potential students and their parents about choosing the new school you have designed.*

Assessment
The design cycle is used in each unit of work and this is assessed using four assessment criteria.

Criterion A: Inquiring and Analyzing – Maximum 8
Covers the student's justification for the need to find a solution for the problem they are studying, their research, analysis of existing solutions or products and the production of a design brief.

Criterion B: Developing Ideas – Maximum 8
Students are expected not only to develop a range of different ideas, but also to create a specification, or set of criteria to establish whether or not their design was successful. This criterion also measures the planning that was put into producing and finalizing their solution.

Criterion C: Creating the Solution – Maximum 8
In this criterion, the ability to construct a logical plan, as well as the students' technical skills are assessed. Students can change their plan as they create but these changes must be fully justified.

Criterion D: Evaluating – Maximum 8
Measures the student's ability to critically reflect on the success of their solution, which they are expected to test, explain any improvements that could be made and explain the impact of their solution on their target audience.

Design assessment criteria: Year 3

Criterion A: Inquiring and analysing

Maximum: 8

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

i.   explain and justify the need for a solution to a problem

ii.   construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem

iii.   analyse a group of similar products that inspire a solution to the problem

iv.   develop a design brief, which presents the analysis of relevant research.

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

Criterion B: Developing ideas

Maximum: 8

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

i.   develop a design specification which outlines the success criteria for the design of a solution based on the data collected

ii.   present a range of feasible design ideas, which can be correctly interpreted by others

iii.   present the chosen design and outline the reasons for its selection

iv.   develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

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

Criterion C: Creating the solution

Maximum: 8

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 explain changes made to the chosen design and the plan when making the solution.

iv. present the solution as a whole

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

Criterion D: Evaluating

Maximum: 8

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

i.   describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii.   explain the success of the solution against the design specification

iii.   describe how the solution could be improved

iv.   describe the impact of the solution on the client/target audience.

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

ARTS

Visual Arts

During this school year students will complete three units of work in visual arts.
These units are;

Grade 7
- Robotic Art
- Breaking News
- Landscape Printing
- Symbols and conventions

Grade 8
- Surrealism: *drawing and sculpture*
- Hand and Gestures: *sculpture*
- Propaganda posters: *mixed media*

Each unit of work requires students to sketch and plan in their arts process journals (some planning can also be electronic, but must be submitted for assessment in a readable format), produce a final piece of art work, complete a written piece of work (often research based) and record ongoing reflections. In MYP Arts the process used to create art work, and the ability to demonstrate creative thinking, are as important as the final artwork itself.

Assessment
The visual arts are assessed using four criteria – Knowledge and Understanding, Developing skills, Thinking creatively and Responding. For each unit of work there are task-specific clarifications (rubrics) explaining what students need to do in order to achieve a certain level. It is important that students read each rubric carefully so that they understand what they are being assessed on. The rubrics will be put onto It's learning along with the learning objectives for each unit.

Criterion A: Knowledge and Understanding – Maximum 8
Usually assessed through written pieces of work, either in the arts process journals or through specific assignments. However, it can also be assessed through oral presentations, or discussions with students.

Criterion B: Art-specific skills – Maximum 8
Assessed using, and covers the acquisition and development of, skills, evidence of which can be found in arts process journals, as well as in the final piece of artwork.

Criterion C: Thinking creatively – Maximum 8
Measured through planning and reflections in arts process journals, as well as the processes students use to create art.

Criterion D: Responding – Maximum 8
Measures ability to transfer their learning into new settings and to create an artistic response to the world around them. It is measured through their final art work, and written critiques of their own work and the work of others.

ARTS

Performing Arts

During Grade 7, students will complete two Units of work in Performing Arts.
These Units will include the following:

Grade 7
- The Terrible Fate of Humpty Dumpty by David Calcutt (play)
- A New Beginning

The two Units follow a format that are typical through grades 6 – 8. Using improvisation and devising as the key tools we will look at a narrative that explores a range of issues through the mediums of Performing Arts to gain a deeper understanding of these issues.

At the same time, an appreciation of the art forms will be developed and a range of specific skills related to the art forms will be explored and mastered in each Unit. For example, in A New Beginning we look at how the human race might survive an ELI (extinction level event) amongst other things and explore the Performing Arts skills of play building and slow motion amongst other things. Generally, we are aiming to make our work believable and sustained.

Grade 8
- The Absolutely True Podcast of Me
- Masks

More details on the Units will be available on Its Learning. Units will be developed along rich understanding of key and related concepts in the Arts. Using technology and mask, we will look at a narrative that explores a range of issues through the mediums of Performing Arts.

Assessment
Performing Arts is assessed using the four criteria as outlined by the IB. The process involved in the creation of pieces is as important as the final product and this process will be assessed. Assessment tasks will often be practical performance work but written tasks will also form part of the assessment.

Criterion A: Knowledge and Understanding - Maximum 8
Knowing and understanding Maximum: 8, students should be able to: i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork.

Criterion B: Developing Skills - Maximum 8
Developing skills Maximum: 8, students should be able to: i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking Creatively - Maximum 8
Students should be able to outline a clear and feasible artistic intention as well as alternatives, perspectives, and imaginative solutions. They should also be able demonstrate the exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding - Maximum 8
Students should be able to outline connections and transfer learning to new settings in addition to create an artistic response inspired by the world around them and evaluate the artwork of self and others.

Arts assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

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

i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

ii. demonstrate knowledge of the role of the art form in original or displaced contexts

iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** knowledge of the art form studied, including concepts, processes, and **limited** use of appropriate language ii. demonstrates **limited** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **limited** use of acquired knowledge to inform his or her artwork.
3–4	The student: i. demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language ii. demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **adequate** use of acquired knowledge to inform his or her artwork.
5–6	The student: i. demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language ii. demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **substantial** use of acquired knowledge to inform his or her artwork.

Achievement level	Level descriptor
7–8	The student: i. demonstrates **excellent** knowledge of the art form studied, including concepts, processes, and **excellent** use of appropriate language ii. demonstrates **excellent** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **excellent** use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills

Maximum: 8

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

i.   demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art.
3–4	The student: i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.
5–6	The student: i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art.
7–8	The student: i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

Maximum: 8

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

i.   outline a clear and feasible artistic intention

ii.   outline alternatives, perspectives, and imaginative solutions

iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. presents a **limited** outline of an artistic intention, which may lack clarity or feasibility ii. presents a **limited** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **limited** exploration of ideas through the developmental process, which may lack a point of realization.
3–4	The student: i. presents an **adequate** outline of a clear and/or feasible artistic intention ii. presents an **adequate** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **adequate** exploration of ideas through the developmental process to a point of realization.
5–6	The student: i. presents a **substantial** outline of a clear and feasible artistic intention ii. presents a **substantial** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **substantial** exploration of ideas through the developmental process to a point of realization.
7–8	The student: i. presents an **excellent** outline of a clear and feasible artistic intention ii. presents an **excellent** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **excellent** exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding

Maximum: 8

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

i.   outline connections and transfer learning to new settings

ii.   create an artistic response inspired by the world around them

iii.   evaluate the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. presents a **limited** outline of connections and **may** transfer learning to new settings ii. creates a **limited** artistic response that is **possibly** inspired by the world around him or her iii. presents a **limited** evaluation of the artwork of self and others.
3–4	The student: i. presents an **adequate** outline of connections and **occasionally** transfers learning to new settings ii. creates an **adequate** artistic response that is **occasionally** inspired by the world around him or her iii. presents an **adequate** evaluation of the artwork of self and others.
5–6	The student: i. presents a **substantial** outline of connections and **regularly** transfers learning to new settings ii. creates a **substantial** artistic response that is **regularly** inspired by the world around him or her iii. presents a **substantial** evaluation of the artwork of self and others.
7–8	The student: i. presents an **excellent** outline of connections **with depth and insight**, and **effectively** transfers learning to new settings ii. creates an **excellent** artistic response that is **effectively** inspired by the world around him or her iii. presents an **excellent** evaluation of the artwork of self and others.

PHYSICAL AND HEALTH EDUCATION

Physical and Health Education

"Physical Fitness in not only the one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity." - *J.F. Kennedy*

It is important that students come to class on time and prepared with proper indoor/outdoor footwear as well as athletic clothing such as t-shirt, shorts, track pants, yoga/exercise pants. Boots and jeans are not appropriate.

During the school year the following physical education topics will be taught to students:

- Touch football
- Badminton
- Aesthetic activities (dance or yoga)
- Basketball
- Health and Fitness knowledge and training
- KIN ball
- Innebandy /Floor hockey
- Ultimate Frisbee / Disc golf
- Intro to indoor rock-climbing
- Orienteering

Assessment

The assessment for PHE in the MYP is criterion-related, based on four equally weighted assessment criteria.

Criterion A: Knowing and understanding - Maximum 8

Throughout year 2 and 3, students should be able to outline physical health education related factual, procedural and conceptual knowledge, identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations and apply physical sport and health terminology to communicate understanding. Written assignments are often used in Criteria A.

Assessment of this objective should be done using oral presentations or written assignments.

Criterion B: Planning for Performance - Maximum 8

During year 2/3, students should be able to construct and outline a plan for improving health or physical activity as well as describe and reflect on the effectiveness of their plan based on the outcome. This criterion will be assessed within units that require students to inquire and plan.

Criterion C: Applying and Performing - Maximum 8

At the end of year 2/3, students should be able to recall, apply and demonstrate a range of skills and techniques they have practiced, effectively recall and apply a range of strategies and movement concepts as well as recall and apply information to allow them to perform effectively.

Criterion C is assessed in performance/playing situations and could include developing skills such as accuracy, timing, coordination, efficiency, control, speed and the use of personal space and flow.

Criterion D: Reflecting and improving performance - Maximum 8

At the end of year 2 and 3, students should be able to identify and demonstrate strategies to enhance interpersonal skills, identify goals and apply strategies to enhance performance, describe and summarize their performance.

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

Physical and health education assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

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

i.   describe physical 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 student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues **and suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding **with limited success**.
3–4	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **describe** issues **and** to **solve** problems set in **familiar situations** iii. **applies** physical and health terminology to communicate understanding.
5–6	The student: i. **outlines** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **describe** issues 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.

	The student:
7–8	i. **describes** physical 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.

Notes for criterion A
•   Criterion A must be assessed in non-performance/non-playing situations.
•   Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum: 8

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

i.   design and explain a plan for improving physical performance and health

ii.   explain the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **outlines** a plan for improving physical performance and health ii. **states** the effectiveness of a plan based on the outcome.
3–4	The student: i. **constructs and outlines** a plan for improving physical performance and health ii. **outlines** the effectiveness of a plan based on the outcome.
5–6	The student: i. **constructs and explains** a plan for improving physical performance and health ii. **describes** the effectiveness of a plan based on the outcome.
7–8	The student: i. **designs and explains** a plan for improving physical performance and health ii. **explains** the effectiveness of a plan based on the outcome.

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). •   Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.) •   In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

Criterion C: Applying and performing

Maximum: 8

At the end of year 3, students 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 student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls** and **applies** skills and techniques with limited success ii. **recalls** and **applies** strategies and movement concepts with limited success iii. **recalls** and **applies** information to perform.
3–4	The student: i. **demonstrates** and **applies** skills and techniques with limited success ii. **demonstrates** and **applies** strategies and movement concepts **with limited success** iii. **identifies** and **applies** information to perform.
5–6	The student: i. **demonstrates** and **applies** skills and techniques ii. **demonstrates** and **applies** strategies and movement concepts iii. **identifies** and **applies** information to perform **effectively**.
7–8	The student: 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 recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
•   A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.
•   A student's ability to recall 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

Maximum: 8

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

i.   describe and demonstrate strategies to enhance interpersonal skills

ii.   outline goals and apply strategies to enhance performance

iii.   explain and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** strategies that enhance interpersonal skills ii. **lists** goals to enhance performance iii. **summarizes** performance.
3–4	The student: i. **identifies** and **demonstrates** strategies that enhance interpersonal skills ii. **identifies** goals to enhance performance iii. **outlines** and **summarizes** performance.
5–6	The student: i. **outlines** and **demonstrates** strategies that enhance interpersonal skills ii. **identifies** goals and **applies** strategies to enhance performance iii. **outlines** and **evaluates** performance.

Achievement level	Level descriptor
7–8	The student: i. **describes** and **demonstrates** strategies that enhance interpersonal skills ii. **outlines** goals and **applies** strategies to enhance performance 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.