

# Curriculum - MYP 3

- Term end exam will be held based on the complete term syllabus between 17th Oct to 21st Oct for term 1 and 10th April to 15th April for term 2.

## Language and Literature (English)

<b>Unit 1: As You Like It</b>		<b>Duration: July – August (8 weeks)</b>	
<b>Contents:</b> Literature- Play- As you Like it - William Shakespeare Introduction to drama and dramatist, Explore the elements of drama. Outline the character qualities, Analyse the theme of the play, Comment upon the ending of the play. Grammar - Parts of speech, Tenses of the Verb, Punctuation, Synonyms and Antonyms, Adjectives Language - Compare and Contrast characters, Create a short movie presentation based on the drama, Essay Writing, Script-writing, Group discussion, Paraphrase the monologues and soliloquies and enact them out with intonation and movement			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
B, A, C and D	Essay writing Compare and contrast. Analysis	August 12 ,2016	August 30 , 2016
<b>Unit 2: Short Stories</b>		<b>Duration: Sept-Oct-Nov (10-12 weeks)</b>	
<b>Contents:</b> Literature: Introduction to story - Guy de Maupassant's Short Stories (French Writer) Explore the type of stories, Analyse the genres of story, Justify the title of the story, Comment upon writer's style of writing, Identify the recurring theme in author's writing Language- Create own stories, Compare and contrast two short stories, Write an article. Evaluate the self written stories Grammar- Pronouns (Possessive, Indefinite, Reflexive, Intensive, Interrogative & Demonstrative), Subject- verb Concord, Adverbs and Articles.			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
B and C	Creating own story, Subject verb concord and pronouns	September 20,2016	September 30,2016
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>18.10.16</b>	<b>18.10.16</b>
<b>II Term</b>			

<b>Unit 3: The Poet's Canvas</b>		<b>Duration: Dec-Jan-Feb (10-12 weeks)</b>	
<b>Contents:</b> Literature- Introduction to Poetry and its forms, Explore various types of poetry and poets, Introduction to Romanticism and its features, Use literary devices in writing, *Assorted poems, Language - Critical Analysis of poetry, Narrative writing, Summarization, Paraphrasing, Analyse and appreciate excerpts from the text. Grammar- Phrases and Clauses, Prepositions, Active and passive voice, Idioms and proverbs.			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,B,C and D	Whole content	December 20,2016	January 31,2017
<b>Unit 4: Wander- Lust</b>		<b>Duration: Feb- March -April</b>	
<b>Contents:</b> Literature- Novel- Gulliver's Travels - Jonathan Swift Description about the author, Discussion of the themes, Analysing the significance of the title. Language- Comment upon the theme and setting, Drafting a formal Letter, Diary entry, Discuss and write a review, Create an interview Grammar : Conjunctions, One word substitution, Homophones and Homonyms, Reported Speech			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A and D	Whole content	March 8,2017	Same day
<b>Unit 5: IDU - Graphic Novel</b>		<b>Duration: 3 weeks</b>	
<b>Contents:</b> Graphic Novel, Introduction to the elements of Graphic Novel -panels, word balloons, sound effects, motion lines, narration, Character designing, writing a script, designing a cover page.			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
B,C and D	Designing a graphic novel with particular theme and characters	February 15,2017	March 10,2017
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>11.04.16</b>	<b>11.04.16</b>

## Language and Literature (Hindi)

Unit 1: प्रकृति		Duration: July – August 2 weeks (6 weeks)	
<b>Contents:</b> आ धरती कितना देती है नागालैंड अजंता की चित्रकला चाँदी का जूता व्याकरण- समास, विलोम शब्द, पर्यायवाची शब्द (पत्र-लेखन-औपचारिक, अनौपचारिक)			
<b>Summative assessments:</b>			
Criteria / task	Course content	Date of assignment	Date of submission
Hindi-Unit 1, Criterion C,D	Poem-आ धरती कितना देती है कविता की अन्य कविताओं के साथ तुलना	July 18th	July 18th
Hindi-Unit 1, Criterion A,B	Chapter-नागालैंड प्रांत के साथ अन्य प्रांतों की तुलना पत्र-लेखन--अजंता की शिल्प कला का वर्णन	26th August	31st August 2016
Unit 2: ईमानदारी		Duration: Sep-Oct (12 Weeks)	
<b>Contents:</b> कर्तव्य बोध क्या निराश हुआ जाए आत्मविश्वास और प्रेरणा के आधारस्त्रोत- ए.पी.जे कलाम रचनात्मक लेखन-पत्र-लेखन-औपचारिक, अनौपचारिक व्याकरण-समास, विलोम शब्द,			

Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Hindi-Unit 2, Criterion B and C	Oral, Written- ए.पी.जे कलाम के जीवन पर आधारित अनुच्छेद लेखन,व्याकरण- समास,	September 20,2016	September 20,2016
Hindi-Unit 2, Criterion A and D	Oral, Written- ए.पी.जे कलाम के साथ किसी अन्य वैज्ञानिकों के साथ तुलना	Oct 6 th 2016	14th Oct 2016
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>20.10.16</b>	<b>20.10.16</b>
II Term			
Uni- 3-चरित्र II Term		Duration: Nov-Dec(8 weeks)	
<b>Contents:</b> हैमलेट ( नाटक) श्रीराम की बाल - लीला प्रियतम सत्कर्तव्य अनेकार्थी शब्द व्याकरण-वाक्यांशों के लिए एक शब्द			
Summative assessments:			

Criteria / task	Course content	Date of assignment	Date of submission
Unit-3 Criterion- A,B,C,D	Oral, Written-हैमलेट ,प्रियतम-हैमलेट और प्रियतम इन दो नाटकों के पात्रों की अन्य नाटकों के पात्रों से तुलना	Dec 20th 2016	Jan 25th 2017
<b>Unit 4: अंतःप्रभाव</b>		<b>Duration:Jan-March (10-12 weeks)</b>	
<b>Contents: अजंता की चित्रकला</b> कुछ मनभावन खेल, रचनात्मक लेखन-निबंध लेखन, रचनात्मक लेखन-संस्मरण, व्याकरण-विराम चिह्न			
<b>Summative assessments:</b>			
Criteria / task	Course content	Date of assignment	Date of submission
Unit 4 Hindi (B and C)	Oral, Written-निबंध लेखन	February 12,2017	March 5th 2017
Unit 4 Hindi A and D	Oral, Written- मनभावन खेल,संस्मरण	March 9th 2017	Same day
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>13.04.17</b>	<b>13.04.17</b>

## French

<b>Unit 1: La France</b>		<b>Duration: July – August (8 weeks)</b>	
<p><b>Contents:</b> Identify the culture and civilization of France. (La culture et civilisation de France)          Identify the food in France. (La nourriture de la France.)          Analyzing various linguistic elements and structures while studying various common nouns and vocabulary related to clothing in France. (Les vêtements de la France)          Analyzing various linguistic elements and structures while studying various French festivals. (Les fêtes françaises)          Construct meaning and write a message to your to send, refuse and accept an invitation. (Ecrivez un message pour envoyer, acceptez et refuser des invitations)          Recognizing and understanding negation in perfect tense. (La négation du passé composé)          Evaluating the usage of framing questions in perfect tense.(Poser de question au passé composé)          Construct meaning while using expressions in perfect tense.(Utilisez des expressions au passé composé)          Recognizing and understanding the meaning Future tense. (Le futur simple)          Construct meaning while using expressions of time in perfect, present and future tense. (Utilisez des expressions de temps (passé composé, présent et futur simple))          Construct meaning and write a paragraph on the topic 'France destination touristique' (Ecrivez sur le sujet la France destination touristique.)          Construct meaning on the topic 'Amusement park' (Au parc d'attraction)</p>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion C</b>	<b>Oral activity on the topic food in France.</b>	<b>July 27, 2016</b>	<b>July 27, 2016</b>
<b>Criterion A</b>	<b>Questions related to a video clip. (French Festival)</b>	<b>August 03, 2016</b>	<b>August 03, 2016</b>
<b>Criteria B &amp; D</b>	<b>Paragraph writing on the topic 'France destination touristique and unseen passage.</b>	<b>August 31, 2016</b>	<b>August 31, 2016</b>
<b>Unit 2: Au travail</b>		<b>Duration: September, October (8 weeks)</b>	
<p><b>Contents:</b> Analyzing various linguistic elements and structures while revising grammar. (La révision de la grammaire)          Evaluating the usage of Adverbs. (Les adverbes)          Recognizing and understanding past tense. (Le passé composé)          Recognizing and understanding Comparative and Superlative. (Le comparatif et superlatif)          Understanding the usage of Imperfect tense.(L'imparfait)</p>			

Recognizing and understanding negation.(La negation)  
 Construct meaning while using expressions in future tense. (Les expressions au futur simple)  
 Construct meaning while using expressions of time. (Les expression de temp)  
 Construct meaning and present your school life. (Presentez votre vie scolaire)  
 Interpreting hobbies(Les loisirs)  
 Comparing past and present. (En comparant passé et présent.)  
 Discussing strengths and weaknesses (Discutant forces et faiblesses)  
 Talking about events in the past, the present and the future.(Parler des événements dans le passé , le présent et l'avenir)

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criterion C	Oral activity on the topic 'Events'	September 22, 2016	September 22,2016
Criterion A	Questions related to a video clip. (Hobbies)	October 3, 2016	October 3, 2016
Criteria B & D	Unseen passage and Paragraph writing on the topic 'School Life'	October 25, 2016	October 25,2016
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>20.10.16</b>	<b>20.10.16</b>

**II Term**

<b>Unit 3: Des jeunes francophones</b>	<b>Duration: November, December, January (12 weeks)</b>
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**Contents:** Synthesizing various basic and apparent facts about oneself. (Je me presente)  
 Evaluating the usage of Framing questions(Posez des questions)  
 Interpreting connections between one another. (On se connecte)  
 Analysing Nowadays life. (La vie de tous les jours)  
 Construct meaning to describe your daily life.(Decrivez votre journee typique)  
 Evaluating the usage of Pronominal Verbs. (Les verbes pronominaux)Evaluating the usage of Adverbs. (Les adverbes)  
 Understanding the meaning and the correct usage Imperative mood. (L'imperatif)  
 Understanding the function and usage of perfect and imperfect tense together. (Le passe compose et l'imparfait)

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criterion C	Describe an Image. (Nowadays life)	November 30, 2016	November 30, 2016

<b>Criterion A</b>	<b>Questions related to a video clip. (Francophones)</b>	<b>December 07, 2016</b>	<b>December 07, 2016</b>
<b>Criterion B &amp; D</b>	<b>Unseen passage and paragraph writing on the topic 'La vie de tous les jours'</b>	<b>January 24, 2017</b>	<b>January 24, 2017</b>
<b>Unit 4: Notre monde</b>		<b>Duration: February, March (8 weeks)</b>	
<p><b>Contents: Analyzing various linguistic elements and structures while revising grammar. (La revision de la grammaire)</b>  <b>Identify a map of a city. (Un plan de la ville)</b>  <b>Identify various transport.(Les transports en ville)</b>  <b>Analyzing the comparison between city and village life. (La ville ou la campagne)</b>  <b>Synthesising conversation in a hotel to reserve a room (Une conversation a l'hotel pour reservation)</b>  <b>Construct meaning and write a letter to your friend and describe your vacations. (Ecrivez une lettre a votre ami(e) et decrivez vos vacances)</b>  <b>Understanding the functions and usage of Pronouns lui and leur. (Les pronoms lui et leur)</b>  <b>Understanding the functions and usage of qui and que. (Utilisez qui et que)</b>  <b>Understanding the functions and usage of pronouns y and en. (Utilisez les pronoms y et en)</b></p>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion C</b>	<b>Discussion on French Map.</b>	<b>February 13, 2017</b>	<b>February 13, 2017</b>
<b>Criterion A</b>	<b>Questions related to a video clip on the topic 'Vacations'.</b>	<b>February 22, 2017</b>	<b>February 22, 2017</b>
<b>Criteria B &amp; D</b>	<b>Paragraph writing on the topic 'La ville ou la campagne' and unseen passage.</b>	<b>March 30, 2017</b>	<b>March 30, 2017</b>
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>13.04.16</b>	<b>13.04.16</b>



## Mathematics

<b>Unit 1: Numbers1</b>		<b>Duration: July – August 2 weeks (6 weeks)</b>	
<b>Contents: Rational Numbers, Squares &amp; Square roots, Exponents.</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A</b>	<b>Rational Numbers, Squares &amp; Square roots, Exponents.</b>	<b>05/08/2016</b>	<b>05/08/2016</b>
<b>Criterion B</b>	<b>Squares &amp; Square roots, Exponents.</b>	<b>17/08/2016</b>	<b>17/08/2016</b>
<b>Criterion C &amp;D</b>	<b>Rational Numbers, Squares &amp; Square roots, Exponents.</b>	<b>29/07/2016</b>	<b>29/07/2016</b>
<b>Unit 2: Numbers2</b>		<b>Duration: Aug- Sept ( 6 Weeks)</b>	
<b>Contents: Cubes &amp; cube roots, Knowing Numbers, Ratio &amp; Proportion, Variation, Time &amp; Work, Percentages, Profit and Loss, Simple and Compound Interest.</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A</b>	<b>Cubes &amp; cube roots, Knowing Numbers, Ratio &amp; Proportion, Variation, Time &amp; Work, Percentages, Profit and Loss, Simple and Compound Interest.</b>	<b>28/09/2016</b>	<b>28/09/2016</b>
<b>Criterion B</b>	<b>Cubes &amp; cube roots, Knowing Numbers, Ratio &amp; Proportion,</b>	<b>14/10/2016</b>	<b>14/10/2016</b>
<b>Criterion C &amp;D</b>	<b>Variation, Time &amp; Work, Percentages, Profit and Loss, Simple and Compound Interest.</b>	<b>05/10/2016</b>	<b>16/10/2016</b>
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>17.10.16</b>	<b>17.10.16</b>

<b>II Term</b>			
<b>Unit 4: Algebra, Statistics &amp; Probability.</b>		<b>Duration: Oct, Nov, Dec ( 12 weeks)</b>	
<b>Contents: Statistics, &amp; probability, Algebraic Expressions, Identities,Application, Linear Equations in one variable, Graphs, Application.</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A</b>	<b>Algebraic Expressions, Identities,Application, Linear Equations in one variable, Graphs, Application.</b>	<b>20/12/2016</b>	<b>20/12/2016</b>
<b>Criterion B</b>	<b>Algebraic Expressions, Identities</b>	<b>28/11/2016</b>	<b>28/11/2016</b>
<b>Criterion C &amp;D</b>	<b>Statistics &amp; Probability</b>	<b>05/01/2017</b>	<b>16/01/2017</b>
<b>Unit 5: Geometry</b>		<b>Duration: Jan, Feb, Mar ( 11 Weeks)</b>	
<b>Contents: Polygons ( regular and irregular polygons, Properties of different types of polygons, uses, ), Mensuration (Area, perimeter of 2D figures, Surface Area, Volume of 3D Figures, Verify and justify Euler’s formula)</b>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A</b>	<b>Polygons ( regular and irregular polygons, Properties of different types of polygons, uses, ), Mensuration (Area, perimeter of 2D figures, Surface Area, Volume of 3D Figures,</b>	<b>06/03/2017</b>	<b>06/03/2017</b>
<b>Criterion B</b>	<b>Polygons ( regular and irregular polygons, Properties of different types</b>	<b>23/03/2017</b>	<b>23/03/2017</b>

	of polygons, uses, )		
Criterion C &D	Mensuration (Area, perimeter of 2D figures, Surface Area, Volume of 3D Figures, Verify and justify Euler's formula)	10/03/2017	10/03/2017
Term end exam	Complete course of II term	10.04.16	10.04.16

## Individuals and Societies

<b>Unit 1: The world we live in-Part IV (Modern world: World wars)</b>		<b>Duration :July-Sept 11 Weeks)</b>	
<b>Contents:</b> World war-I 1.Major causes of World War-I(MANIA), 2. The Russian Revolution 3. Results of World War 1 (Resolutions and treaties) 4. Major causes of World war II and related events. 5.Impacts of World war-II (Minor wars, resolutions & treaties) 6.Investigate and analyze the events leading to cold and hot wars.(Brief review)			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A & D	1. Major causes of World War-I (MANIA), 2. The Russian Revolution 3. Results of World War 1 (Resolutions and treaties)	20/7/16	Class work-Same day
A,B,C,D	1. Major causes of World War-I(MANIA), 2. The Russian Revolution 3. Results of World War 1 (Resolutions and treaties) 4.Major causes of World war II and related events. 5.Impacts of World war-II (Minor wars, resolutions & treaties)	16/08/16	3/10/17
<b>Unit 2: The world we live in Part-V (Geography)</b>		<b>Sept-Nov. (10 weeks)</b>	
<b>Contents:</b> 1. Africa and North and South America (continent).			

<p>2. Mineral and power resources.  3. Agriculture and its types.  4. Industries and types of industries(MNCs)</p>			
Summative assessments:			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,B,C,D	1. Africa and North and South America (continent). 2. Mineral and power resources. 3. Agriculture and its types. 4. Industries and types of industries(MNCs)	1/10/16	15/10/16
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>21/10/2016</b>	<b>21/10/2016</b>
<b>Unit 2: IDU -The world we live in (Geography) and Design IDU</b>		<b>Sept-Nov 10 weeks</b>	
<p><b>Contents:</b>  Industries and types of industries(MNCs)</p>			
Summative assessments:			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment and submission</b>	
A,B,C,D	Industries and types of industries(MNCs)	3/10/16 to 16/11/16	
II Term			
<b>Unit 3: Sustainability and Diversity-(Consumption Pattern )</b>		<b>Duration: December-February [2017] (10 Weeks)</b>	
<p>1. Consumption pattern around the world.  2. Virtual water and ecological footprints.  3. Globalization.  4. Consumption pattern around the world.  5. Virtual water and ecological footprints.6. Globalization. 7. Globalization and its process 8.The ethics of consumption and globalization.</p>			
Summative assessments:			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A & B	1. Consumption pattern around the world.	15/12/16	5/1/17

	2. Virtual water and ecological footprints. 3. Globalization.		
A,B,C,D	4. Consumption pattern around the world. 5. Virtual water and ecological footprints. 6. Globalization. 7. Globalization and its process 8. The ethics of consumption and globalization	15/1/17	10/2/17
<b>Unit 5: Mega Cities</b>		<b>Duration: March-April (8 weeks)</b>	
<b>Contents:</b> Mega cities (New Delhi-India) 1. Urban explosion 2. Industrial Revolution in terms of development of megacities 3. The migration patterns 4. Urban trends and patterns 5. Understanding the Constitution. (The legislature, Executive and judiciary system 6. Marginalisation and social justice, public facilities and social justice in India. 7. Understanding the Economic activities..			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A & B	1. Urban explosion 2. Industrial Revolution in terms of development of megacities 3. The migration patterns	1/3/17	15/3/17
A,B,C,D	Entire Unit.	15/3/16	28/3/17
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>15.04.16</b>	<b>15.04.16</b>

## Science

<b>Unit 1: Life Processes</b>	<b>Duration: July – August (6 weeks)</b>
<b>Contents:</b> Growth and development of various organisms, chemical coordination in animals, endocrine glands and their functions, role of important hormones and related disorders, transportation of	

substances in plants and animals, circulatory system in human being, different types of blood cells, blood groups, transfusion of blood and function of blood.

**Summative assessments:**

Criterion/ task	Course content	Date of assignment	Date of submission
Criterion D - Essay	Endocrine disorders	July 15, 2016	July 25, 2016
Criteria B, C	Lab Report	August 10 <sup>th</sup> (in MYP 3A), Aug 11 <sup>th</sup> (in Section B)	Aug. 16 <sup>th</sup> (in MYP 3 A), Aug. 17 <sup>th</sup> (in MYP 3 B)
Criterion A- Class test	Whole unit 1	August 16, 2016	Same day same lesson

**Unit 2: IDU - Key of health**

**September**

**Contents:**Function of human body systems and how body systems work together

The influence of health habits on body systems, Endocrine system, various hormones and their effects on body or body functions, Various endocrine disorders, their reasons and solutions, Yoga- Chakras in body, their relationship with glands, Yam, Niyam, Pranayam, Various aasanas like Bhujangasan, vajrasan, naukasan, Dhanurasan, suryanamaskar, Rabbit pose etc. and their effect on body, controlling endocrine secretion through yogaasan

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
A: Disciplinary grounding B: Synthesizing, C: Communicating D: Reflecting	Performance based task on Complete IDU unit contents	September 15, 2016	September 27 onwards individual presentation (whole class may continue for a week)

**Unit 3: Matter; Metals and non- metals**

**Duration: October and November (4 weeks)**

**Contents:**

1. Explain state of matter,
2. Discuss ancient views of atomic structure, subatomic particles, atomic mass, mass number and atomic number. Analyse arrangement of electrons up to atomic number up to 20, valency,
3. Describe various types of chemical reaction and characteristics of chemical reactions,
4. Present properties of pure substances.

5. Differentiate physical and chemical properties of metals and non-metals. Analyze reaction of metals and non-metals with air, water, acid etc. Discuss extraction of metals and uses of metals & nonmetals.

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criterion D – Essay	Metallurgy	October 1, 2016	October 10, 2016
Criteria B & C – Lab work	chemical reactions	October 14 (MYP 3A), October 15 <sup>th</sup> (MYP 3B)	October 16 (in MYP 3 A), October 17 (in MYP 3 B)
Criterion A	Complete unit 3	October 4	Same day
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>19/10/2016</b>	<b>19/10/2016</b>

**II Term**

**Unit 4: Energy**

**Duration: December (3 weeks)**

**Contents:**

1. Various forms of energy and their inter-convertibility, renewable and non-renewable resources of energy, use of solar energy, nuclear power, biomass, wind energy, geothermal and tidal energy in various areas.

2. Light as a form of energy, propagation of light through various mediums, refraction, ray diagrams for image formation through lenses.

3. Heat as a form of energy and its measurement, effect of heat and transfer of heat through various methods

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criterion D – Essay/presentation/vid eo	non-renewable resources of energy	December 2, 2016	December 10, 2016
Criteria B & C – Lab work	Refraction of Light	December 13 (in MYP 3A), dec. 14 (in Section B)	December 14 (in MYP 3 A), December 15 (in MYP 3 B)
Criterion A- Class test	Whole unit	December 18, 2016	Same day same lesson

**Unit 5: Magnetism and electricity**

**Duration: Jan. and February (6 weeks)**

<b>Contents: law of electrostatic attraction and repulsion, electroscope, lightning and lightning conductor, static electricity and electric current, Faraday's law, Ohm's law</b>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria B &amp; C – Lab work</b>	<b>Electric current</b>	<b>Feb 8 and Feb 9, 2017</b>	<b>Feb 13, 2017</b>
<b>Criterion D – Ppt.</b>	<b>Electromagnets</b>	<b>Feb 15, 2017</b>	<b>Feb 22, 2017</b>
<b>Criterion A- Class test</b>	<b>Unit 5 and unit 6</b>	<b>March 3, 2017</b>	<b>Same day same lesson</b>
<b>Unit 5: Food production and preservation</b>			
<b>Contents: steps in agriculture for production of food, various practices in agriculture and importance of soil, need of food preservation and harms due to microorganisms, health problems caused due to microorganisms, importance of clean and proper nutrition.</b>			
<b>Formative assessments:</b>			
<b>Task</b>	<b>Course content</b>	<b>Date of assignment</b>	
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>12.04.16</b>	<b>12.04.16</b>

## Design

<b>Unit 1: Model your ideas in 3D</b>		<b>Duration: 10 weeks</b>	
<b>Contents: Learning to model 3D characters using different tools/apps</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>A,B,C,D</b>	<b>Construct and create a model, which will address real life need.</b>	<b>July 20, 2016</b>	<b>Sep 2, 2016</b>
<b>Unit 2: The world we live in (E-waste) - IDU</b>		<b>Duration: 10 weeks</b>	
<b>Contents: Researching on e-waste and spreading awareness about the same.</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of</b>	<b>Date of</b>



		assignment	submission
A,B,C,D	Creating product to spread awareness	Oct 3, 2016	Nov 16,2016
<b>Unit 3: Basic Programming Concepts and Flowchart</b>		<b>Duration: 10 weeks</b>	
<b>Contents: Learning to create a program , flowchart and algorithm</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,B,C,D	Creating a algorithm, program and flowchart on a given topic	Dec 16, 2016	Jan 31, 2017
<b>Unit 4: Graphic Novel</b>		<b>Duration: 10 weeks</b>	
<b>Contents: Learning to create a graphic novel by adding characters, dialogues, captions etc.</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,B,C,D	Creating graphic novel on a given topic	Feb 10,2017	March 21, 2017

## Physical and Health Education

<b>Unit 1: Team game</b>		<b>Duration: July – August (8 weeks)</b>	
<b>Contents: Volleyball – Rules of volleyball,Dimension of volleyball court. Formation of players,knowledge of rotation process while playing game. Service : under arm service,over arm service and side arm service. Receiving – Digging,tossing,overhead,lifting the ball. Team strategy- Formation,understanding of opponent strength and weakness.</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course</b>	<b>Date of assignment</b>	<b>Date of</b>

	<b>content</b>		<b>submission</b>
A,C,D	All unit content	19th Aug 2016	26th Aug 2016
<b>Unit 2: Yoga</b>		<b>Duration: Sept-oct (week 8)</b>	
<b>Contents: "Yoga Asana - Relaxing exercise,bhujangasana,vajrasana,rabbit pose,tadasana,dhanurasana,sukhasana,padmasana,naukasana Pranayama - bhramari pranayama,breathing technique (inhale and exhale)"</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
B,C	Relaxing exercise,bhujangasana,vajrasana,rabbit pose,tadasana,dhanurasana,sukhasana,padmasana,naukasana	16 Oct 2016	28 Oct 2016
<b>Unit 3: Team game</b>		<b>Duration: Nov-Dec (week 8)</b>	
<b>Contents: Football</b> Students are expected to go through rigorous training ball possession, through pass, ball control and shooting accuracy. Also we will be looking at formation and individual abilities in a match situation and students should be expected to go through the knowledge and understanding of opponent team formation and tactics to identify their strength and weakness in order to attack and defence effectively also students should know how to deal with situation when they are winning or losing.3 – 4 -3 formation is been practice to enhance attacking tactic and weak opponent are been blown away by this.			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,C & D	Football strategy	16 dec,2016	21 Dec,2016
<b>II Term</b>			
<b>Unit 4: IDU: PHE and Science</b>		<b>Duration: jan-feb (8 weeks)</b>	
<b>Endocrine systems and yoga Asan</b>			
<b>Summative assessments:</b>			

Criteria / task	Course content	Date of assignment	Date of submission
A & C	Endocrine systems,disorder glands and yoga asan	16 Feb 2017	20th Feb 2017
<b>Unit 5: Fitness test</b>		<b>Duration: Feb(2 weeks)-March</b>	
<p><b>Contents:</b> Describe fitness term- Aerobic and Anaerobic .            Analysis the training Method that increased aerobic performance.            Justify the training method that increased anaerobic performance.            Describe Fitness Testing - Beep test,vertical jump,40 meter sprint,push up,sit and reach,sit up,plank hold.            Sports injury - types of sports injuries,common sports injuries,First-Aid.            Treatment for simple sports is injury,immediate care of injuries,</p>			
<b>Summative assessments:</b>			
Criterion/ task	Course content	Date of assignment	Date of submission
A	Aerobic,anae robic,sports injuries,first aid	16th march,2017	Same day
B,C,D	Fitness testing planning and its application	23th march 2017	27th march,2017

## Arts

<b>Unit 1: Communication through dance!!!</b>	<b>Duration: July- August - 15th September 2016</b>
<p><b>Contents:</b>            Concept of Modern Dances and Dance Dramas            How technology is enhance the dance performances.            Ways of creating dance or choreographing dance with the use of technology.            Concept of designing dance and dance dramas based on themes.            Generate Original Choreography of dance dramas</p>	

<b>Choreograph a Structured Composition and perform</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A &amp; D (all strands)</b>	<ul style="list-style-type: none"> <li>• Concept of Dance drama</li> <li>• Use of technical terminology used in dance dramas</li> <li>• Design of dance dramas</li> </ul>	<b>25th July 2016</b>	<b>25th July 2016 (Same day)</b>
<b>Criterion B and C (all strands)</b>	<ul style="list-style-type: none"> <li>• Choreographing dance dramas based on themes or stories.</li> <li>• Pen down the process of the choreography of Dance Drama</li> </ul>	<b>25th July 2016</b>	<b>1st Aug. 2016 to 6th Aug. 2016 (Performances)</b>
<b>Criterion A &amp; D (all strands)</b>	<ul style="list-style-type: none"> <li>• Innovation in dance</li> <li>• Effective use of traditional and modern equipments to enhance the dance</li> <li>• Producing a dance drama show</li> </ul>	<b>29th Aug 2016</b>	<b>29th Aug 2016 (Same day)</b>
<b>Criterion B and C (all strands)</b>	<ul style="list-style-type: none"> <li>• Design a Dance Ballet/ Production using the technology and innovative ideas.</li> <li>• Pen down the process of the choreography of Dance production</li> </ul>	<b>29th Aug 2016</b>	<b>2nd Sep 2016 to 13th Sep 2016 (performance)</b>
<b>Unit 2: - SUFIAANA</b>		<b>Duration: Mid. Sep. to 30 Nov.</b>	
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>• National songs and school prayer song(Ganesh Bandana)</li> <li>• Riwarz Process-Alankar, Palta, "Sa"-path, "Om"-kar</li> </ul>			

- A brief idea about *SUFI* music
  - Practice and perform some popular Sufi songs & beats(Filmy and Non-filmy)
  - Read, write, and perform musical notations
  - Basic idea about *Anant*
  - Compose, improvise, and perform basic rhythmic, and melodic patterns independently in classroom instruments
  - Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music.
  - Describe the role and importance of Sufi Music in our daily life.
  - Sing a varied repertoire of *raagKhamaj&Bhairav*based songs, using proper pitch, melody and other elements, by oneself and with others.
  - Compose, improvise, and perform basic rhythmic, and melodic patterns independently in classroom instruments
  - Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music.
  - Identify the ways to create a great song arrangement.
    - Swarmalika—Purvi&Marwa
    - Performance of Bandish (drut) based on above Mentioned That
    - Taalmalika--- Basic fundamental of Tabla&taal
    - Clapping arrangement of Keharwataal (dugun)
    - Swargamgeetbased on “RaagaKirwani”
    - Performing Tritaal
    - Basic Idea about Chords(Western)
  - Compose, improvise, and perform basic rhythmic, and melodic patterns independently in classroom instruments
  - Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music.
  - Identify the ways to create a great song arrangement.
- mso-ascii-theme-font:minor-latin;mso-fareast-font-family:Calibri;mso-fareast-theme-font: minor-latin;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:Arial; color:black;mso-ansi-language:EN-US;mso-fareast-language:EN-US;mso-bidi-language: AR-SA'> Identify the ways to create a great song arrangement.

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
A & D(All Strands)	Sufi music chapter	30/09/16	07/10/16
B & C(All Strands)	Music performing & Process journal	30/09/16	13-14/10/16
A & D(All Strands)	Classical Music Chapter	10/11/16	21/11/16
B & C(All Strands)	Music performing & Process journal	10/11/16	22-25/11/16

**II Term**

**Unit 4: VA-Principles of design**

**Duration: Jan-March**

**Contents: Principles of design.Basics of figurative sketchiing and implementing in creative composition. Students will create thier own creative composition on the given topic .Comparative study of two artists..Exploration of media-painting/sculpture graffiti etc.(Personal expression)**

**Summative assessments:**

<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<p><b>Criterion A &amp; D (all strands)</b></p>  <p><b>Criterion B and C (all strands)</b></p>	<p><b>A- D</b>  <b>Analysis of principles of design and it's response in real life applications</b></p>  <p><b>B- C</b>  <b>Basic proportion of human figures and its application in composition along with process .</b></p>	<b>6 Feb</b>	<b>13-17 Feb to be performed during regular class hours</b>
<p><b>Criterion A &amp; D (all strands)</b></p>  <p><b>Criterion B and C (all strands)</b></p>	<p><b>A- D</b>  <b>Analysis of ((best out of waste)artworks on the basis principles of design and interpretations</b></p>  <p><b>B- C</b>  <b>I.Best out of waste and its application along with process journal.</b></p>	<b>14 March</b>	<b>20-25 March to be performed during regular class hours</b>

### Criteria Descriptive for Assessment: MYP 2 and 3

In the MYP, assessment is closely aligned with the written and taught curriculum and subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1 or 2); adequate (3 or 4); substantial (5 or 6); and excellent (7 or 8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

#### Language and literature (Language A)

Assessment criteria:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

#### Criterion A: Analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> v. makes <b>effective</b> use of appropriate non-verbal communication techniques.
3-4	The student: i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationships among texts ii. provides <b>adequate</b> identification and explanation of the effects of

	<p>the creator's choices on an audience</p> <p>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</p> <p>iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.</p>
5-6	<p>The student:</p> <p>i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts</p> <p>ii. provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience</p> <p>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.</p>
7-8	<p>The student:</p> <p>i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts <b>thoroughly</b></p> <p>ii. provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience</p> <p>iii. gives <b>detailed justification</b> of opinions and ideas with a <b>range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology</p> <p>iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.</p>

Criterion B: Organizing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</p> <p>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></p>



	iii. makes <b>minimal</b> 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 <b>adequate</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas with <b>some degree of coherence and logic</b> iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student: i. makes <b>competent</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.

Criterion C: Producing text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination or sensitivity and <b>minimal</b> exploration and consideration of new perspectives and ideas

	<p>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</p> <p>iii. selects <b>few relevant</b> details and examples to develop ideas.</p>
3-4	<p>The student:</p> <p>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</p> <p>iii. selects <b>some</b> relevant details and examples to develop ideas.</p>
5-6	<p>The student:</p> <p>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</p> <p>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</p>
7-8	<p>The student:</p> <p>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>iii. selects <b>extensive</b> relevant details and examples to develop ideas with precision.</p>

Criterion D: Using language

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the

	descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and</li> </ul>

	<p>style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</p>
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#### Language acquisition; French/Hindi (Language B):

MYP language acquisition builds on experiences in language learning that students have gained during their early years. It includes Hindi and French.

MYP 2 Hindi consists of Phase 2 whereas MYP 2 French continues with two phases i.e. Phase 1 (for beginners) or Phase 2 (a bit higher level)

MYP 3 Hindi comprises Phase 3 whereas MYP 3 French continues with two phases i.e. Phase 2 (a bit higher level) or Phase 3 (higher level than Phase 2)

#### French/Hindi (Language B) **Phase 1**

Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

#### Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>limited</b> awareness of basic conventions</p> <p>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</p>

	The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.
3-4	The student: <ul style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.
5-6	The student: <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.
7-8	The student: <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and</li> </ul>

	<p>supporting details</p> <p>ii. has <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</p> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <p>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</p> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <p>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <p>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p>

	The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.
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Criterion C: Communicating in response to spoken, written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>i. responds to simple short phrases and basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases</li> </ul>

	<p>and basic information in spoken, written and visual text</p> <p>ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</p> <p>iv. communicates with an <b>excellent</b> sense of audience.</p>
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Criterion D: Using language in spoken and written form

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



	i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b> iii. uses language <b>effectively</b> to suit the context.
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French/Hindi (Language B) **Phase 2**

Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

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 <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal</li> </ul>

	<p>response to the text.</p> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>some</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

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 <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"><li>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</li><li>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li></ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"><li>i. identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li><li>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li></ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"><li>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li><li>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a</li></ul>

	<p>personal response to the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

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 <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ul>

3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds to simple short phrases and <b>some</b> basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>considerably</b> in basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>confidently</b> in basic structured exchanges</li> <li>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in <b>a variety</b> of familiar situations; ideas are relevant, detailed and include examples</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ul>

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 <b>does not</b> reach a standard described by any of the descriptors below.

1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ul>

French/Hindi (Language B) Phase 3  
Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> understanding of conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. has <b>some</b> understanding of conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas</li> </ul>

	<p>and supporting details, and draws conclusions</p> <p>ii. has <b>considerable</b> understanding of conventions</p> <p>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <p>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</p> <p>ii. has <b>excellent</b> understanding of conventions</p> <p>iii. engages <b>thoroughly</b> 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.</p> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

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



	<p>ii. understands <b>some</b> basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</p> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <p>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</p> <p>ii. understands <b>most</b> basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <p>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</p> <p>ii. <b>clearly</b> understands basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>iii. engages <b>thoroughly</b> 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.</p> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student:

	<ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in familiar and some unfamiliar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience and purpose.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds to spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience and purpose.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken, written and visual text</li> <li>ii. interacts <b>considerably</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience and purpose.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to spoken, written and visual text</li> <li>ii. interacts <b>confidently</b> in rehearsed and unrehearsed exchanges</li> <li>iii. <b>effectively</b> expresses <b>a wide range</b> of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of audience and purpose.</li> </ul>

Criterion D: Using language in spoken and written form

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

Mathematics

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>select</b> appropriate mathematics when solving simple problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
3-4	The student is able to: i. <b>select</b> appropriate mathematics when solving more complex problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
5-6	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
7-8	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. <b>apply</b> the selected mathematics successfully when solving these

	problems iii. generally <b>solve</b> these problems correctly.
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Criterion B: Investigating patterns

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

Criterion C: Communicating

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

1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>use</b> limited mathematical language</li> <li>ii. <b>use</b> limited forms of mathematical representation to present information</li> <li>iii. <b>communicate</b> through lines of reasoning that are difficult to interpret.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>use</b> some appropriate mathematical language</li> <li>ii. <b>use</b> different forms of mathematical representation to present information adequately</li> <li>iii. <b>communicate</b> through lines of reasoning that are able to be understood, although these are not always clear</li> <li>iv. adequately <b>organize</b> information using a logical structure.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. usually <b>use</b> appropriate mathematical language</li> <li>ii. usually <b>use</b> different forms of mathematical representation to present information correctly</li> <li>iii. move between different forms of mathematical representation with some success</li> <li>iv. <b>communicate</b> through lines of reasoning that are clear although not always coherent or complete</li> <li>v. present work that is usually <b>organized</b> using a logical structure.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. consistently <b>use</b> appropriate mathematical language</li> <li>ii. <b>use</b> different forms of mathematical representation to consistently present information correctly</li> <li>iii. move effectively between different forms of mathematical representation</li> <li>iv. <b>communicate</b> through lines of reasoning that are complete and coherent</li> <li>v. present work that is consistently <b>organized</b> using a logical structure.</li> </ul>

Criterion D: Applying mathematics in real-life contexts

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

1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>identify</b> some of the elements of the authentic real-life situation</li> <li>ii. <b>apply</b> mathematical strategies to find a solution to the authentic real-life situation, with limited success.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b>, with some success, adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation</li> <li>iv. <b>describe</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>iv. <b>describe</b> the degree of accuracy of the solution</li> <li>v. <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b> appropriate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> the selected mathematical strategies to reach a correct solution</li> <li>iv. <b>explain</b> the degree of accuracy of the solution</li> <li>v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>

Individuals and societies (Humanities)

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
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Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>i. makes <b>limited</b> use of terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>i. <b>consistently</b> uses <b>a range</b> of terminology <b>accurately</b></li> <li>ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.</li> </ul>

Criterion B: Investigating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the



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

Criterion C: Communicating

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

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way ii. <b>begins to identify</b> connections between information to make <b>simple</b> arguments

	<p>iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</p> <p>iv. <b>identifies</b> different perspectives.</p>
3-4	<p>The student:</p> <p>i. completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</p> <p>ii. <b>summarizes</b> information to make <b>some adequate</b> arguments</p> <p>iii. <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</p> <p>iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</p>
5-6	<p>The student:</p> <p>i. completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories</p> <p>ii. <b>summarizes</b> information in order to make <b>usually valid</b> arguments</p> <p>iii. <b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing values and limitations</p> <p>iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</p>
7-8	<p>The student:</p> <p>i. completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</p> <p>ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</p> <p>iii. <b>effectively analyses</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations</p> <p>iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</p>

Sciences

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8

Criterion D	Reflecting on the impacts of science	Maximum 8
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Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>recall</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to make <b>judgments</b> .
3-4	The student is able to: i. <b>state</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>apply</b> information to make <b>scientifically supported judgments</b> .
5-6	The student is able to: i. <b>outline</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>interpret</b> information to make <b>scientifically supported judgments</b> .
7-8	The student is able to: i. <b>describe</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b> iii. <b>analyse</b> information to make <b>scientifically supported judgments</b> .

Criterion B: Inquiring and designing

Achievement level	Level descriptor

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

Criterion C: Processing and evaluating

Achievement level	Level descriptor
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0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data</li> <li>iii. <b>state</b> the validity of a hypothesis <b>with limited reference</b> to a scientific investigation</li> <li>iv. <b>state</b> the validity of the method <b>with limited reference</b> to a scientific investigation</li> <li>v. <b>state limited</b> improvements or extensions to the method.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>describe</b> results</li> <li>iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>describe</b> results <b>using scientific reasoning</b></li> <li>iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms</li> <li>ii. <b>accurately interpret data</b> and <b>describe</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> </ul>

	<p>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</p> <p>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</p>
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Criterion D: Reflecting on the impacts of science

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <p>i. <b>state</b> the ways in which science is used to address a specific problem or issue</p> <p>ii. <b>state</b> the implications of the use of science to solve a specific problem or issue, interacting with a factor</p> <p>iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></p> <p>iv. document sources, <b>with limited success</b>.</p>
3-4	<p>The student is able to:</p> <p>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</p> <p>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</p> <p>iii. <b>sometimes apply</b> scientific language to communicate understanding</p> <p>iv. <b>sometimes</b> document sources <b>correctly</b>.</p>
5-6	<p>The student is able to:</p> <p>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</p> <p>ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</p> <p>iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b></p> <p>iv. <b>usually</b> document sources <b>correctly</b>.</p>
7-8	<p>The student is able to:</p> <p>i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</p>

	ii. <b>discuss and analyse</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. document sources <b>completely</b> .
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Design (Technology)

Assessment criteria:

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>states</b> the need for a solution to a problem ii. <b>states some of</b> the main findings of relevant research.
3-4	The student: i. <b>outlines</b> the need for a solution to a problem ii. <b>states</b> the research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>outlines one existing</b> product that inspires a solution to the problem iv. <b>develops</b> a <b>basic</b> design brief, which <b>outlines some of</b> relevant research.
5-6	The student: i. <b>explains</b> the need for a solution to a problem ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the



	<p>primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></p> <p>iii. <b>describes</b> a group of similar products that inspire a solution to the problem</p> <p>iv. <b>develops</b> a design brief, which <b>outlines</b> the <b>findings</b> of relevant research.</p>
7-8	<p>The student:</p> <p>i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem</p> <p>ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem <b>independently</b></p> <p>iii. <b>analyses</b> a group of similar products that inspire a solution to the problem</p> <p>iv. <b>develops</b> a design brief, which <b>presents</b> the <b>analysis</b> of relevant research.</p>

Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. <b>lists</b> a few basic success criteria for the design of a solution</p> <p>ii. <b>presents</b> one design idea, which can be interpreted by others</p> <p>iii. <b>creates</b> incomplete planning drawings/diagrams.</p>
3-4	<p>The student:</p> <p>i. <b>constructs</b> a list of the success criteria for the design of a solution</p> <p>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) <b>or explains</b> key features, which can be interpreted by others</p> <p>iii. <b>outlines</b> the <b>main</b> reasons for choosing the design with reference to the design specification</p> <p>iv. <b>creates</b> planning drawings/diagrams or <b>lists</b> requirements for the chosen solution.</p>
5-6	<p>The student:</p> <p>i. <b>develops</b> design specifications, which <b>identify</b> the success</p>

	<p>criteria for the design of a solution</p> <p>ii. <b>presents a range of</b> feasible design ideas, using an appropriate medium(s) <b>and explains</b> key features, which can be interpreted by others</p> <p>iii. <b>presents</b> the chosen design and <b>outlines</b> the <b>main</b> reasons for its selection with reference to the design specification</p> <p>iv. <b>develops</b> accurate planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</p>
7-8	<p>The student:</p> <p>i. <b>develops</b> a design specification which <b>outlines</b> the success criteria for the design of a solution based on the data collected</p> <p>ii. <b>presents</b> a range of feasible design ideas, using an appropriate medium(s) <b>and annotation</b>, which can be correctly interpreted by others</p> <p>iii. <b>presents</b> the chosen design and <b>outlines</b> the reasons for its selection with reference to the design specification</p> <p>iv. <b>develops</b> accurate planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</p>

Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. <b>demonstrates minimal</b> technical skills when making the solution</p> <p>ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</p>
3-4	<p>The student:</p> <p>i. <b>outlines</b> each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</p> <p>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</p> <p>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</p> <p>iv. <b>outlines</b> changes made to the chosen design <b>or</b> plan when making the solution.</p>

5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>constructs</b> a plan, which <b>considers</b> time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates competent</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. <b>outlines</b> changes made to the chosen design <b>and</b> plan when making the solution.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>constructs</b> a <b>logical</b> plan, which <b>outlines</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates excellent</b> technical skills when making the solution</li> <li>iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. <b>explains</b> changes made to the chosen design and plan when making the solution.</li> </ul>

Criterion D: Evaluating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes a testing method</b>, which is used to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes a relevant testing method</b>, which generates data, to measure the success of the solution</li> <li>ii. <b>outlines</b> the success of the solution against the design specification based on relevant product testing</li> <li>iii. <b>lists</b> the ways in which the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li> </ul>

5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li> <li>ii. <b>describes</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>iii. <b>outlines</b> how the solution could be improved</li> <li>iv. <b>describes</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes detailed and relevant</b> testing <b>methods</b>, which generate <b>accurate</b> data, to measure the success of the solution</li> <li>ii. <b>explains</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>iii. <b>describes</b> how the solution could be improved</li> <li>iv. <b>describes</b> the impact of the solution on the client/target audience.</li> </ul>

Arts

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts</li> </ul>

	iii. demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.
3-4	The student: i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language ii. demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.
5-6	The student: i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language ii. demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.
7-8	The student: i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language ii. demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.

3-4	The student: i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.
5-6	The student: i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.
7-8	The student: i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

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

5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of a clear and feasible artistic intention</li> <li>ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of a clear and feasible artistic intention</li> <li>ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>

Criterion D: Responding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li> <li>iii. presents a <b>limited</b> evaluation of the artwork of self and others.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her</li> <li>iii. presents an <b>adequate</b> evaluation of the artwork of self and others.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings</li> </ul>

	ii. creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her iii. presents a <b>substantial</b> evaluation of the artwork of self and others.
7-8	The student: i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b> , and <b>effectively</b> transfers learning to new settings ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her iii. presents an <b>excellent</b> evaluation of the artwork of self and others.

Physical and Health Education

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

**Criterion A: Knowing and understanding**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b> .
3-4	The student:



	<ul style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and</b> to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>describe</b> issues to <b>solve</b> problems set in familiar situations <b>and suggest</b> solutions to problems set in <b>unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes</b> physical health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>explain</b> issues and <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> and <b>effectively</b> to communicate understanding.</li> </ul>

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

**Criterion B: Planning for performance**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>outlines</b> a plan for improving physical performance and health</li> <li>ii. <b>states</b> the effectiveness of a plan based on the outcome.</li> </ul>

3-4	The student: i. <b>constructs and outlines</b> a plan for improving physical performance and health ii. <b>outlines</b> the effectiveness of a plan based on the outcome.
5-6	The student: i. <b>constructs and explains</b> a plan for improving physical performance and health ii. <b>describes</b> the effectiveness of a plan based on the outcome.
7-8	The student: i. <b>designs and explains</b> a plan for improving physical performance and health ii. <b>explains</b> 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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques with limited success ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with limited success iii. <b>recalls</b> and <b>applies</b> information to perform.

3-4	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b> iii. <b>identifies</b> and <b>applies</b> information to perform.
5-6	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b> .
7-8	The student: i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b> .

<b>Notes for criterion C</b>	
<ul style="list-style-type: none"> <li>· Criterion C must be assessed in <b>performance/playing situations</b>.</li> <li>· A student's ability to recall and apply <b>skills and techniques</b> effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.</li> <li>· A student's ability to recall and apply <b>strategies and movement concepts</b> effectively could include: the use of space, force and flow of movement and adaptation to various situations.</li> <li>· A student's ability to recall and apply <b>information</b> 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.</li> <li>· Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.</li> </ul>	

Criterion D: Reflecting and improving performance

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

1-2	The student: i. <b>identifies</b> strategies that enhance interpersonal skills ii. <b>lists</b> goals to enhance performance iii. <b>summarizes</b> performance.
3-4	The student: i. <b>identifies</b> and <b>demonstrates</b> strategies that enhance interpersonal skills ii. <b>identifies</b> goals to enhance performance iii. <b>outlines</b> and <b>summarizes</b> performance.
5-6	The student: i. <b>outlines</b> and <b>demonstrates</b> strategies that enhance interpersonal skills ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance iii. <b>outlines</b> and <b>evaluates</b> performance.
7-8	The student: i. <b>describes</b> and <b>demonstrates</b> strategies that enhance interpersonal skills ii. <b>outlines</b> goals and <b>applies</b> strategies to enhance performance iii. <b>explains</b> and <b>evaluates</b> performance.

#### Notes for criterion D

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

#### Inter Disciplinary Unit

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and ways of knowing from two or more disciplines or subject groups and integrate them to create new understanding.

Students demonstrate interdisciplinary understanding when they can bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

#### Criterion A: Disciplinary grounding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student demonstrates <b>limited</b> relevant disciplinary grounding.
3-4	The student demonstrates <b>some</b> relevant disciplinary grounding.
5-6	The student demonstrates <b>most necessary</b> disciplinary grounding.
7-8	The student demonstrates <b>extensive necessary</b> disciplinary grounding.

### Criterion B: Synthesizing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student <b>suggests few</b> or <b>superficial</b> connections between disciplines.
3-4	The student <b>describes basic</b> connections between disciplines.
5-6	The student <b>synthesizes</b> disciplinary knowledge to demonstrate interdisciplinary understanding.
7-8	The student <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent</b> and <b>thorough</b> interdisciplinary understanding.

### Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student communicates interdisciplinary understanding with <b>little</b> structure, clarity or coherence.
3-4	The student communicates interdisciplinary understanding with <b>some</b> clarity and coherence. The student <b>identifies</b> sources
5-6	The student communicates interdisciplinary understanding in a way that is <b>generally</b> well organized and coherent, <b>recognizing</b> appropriate forms or media The student <b>identifies relevant</b> sources
7-8	The student communicates interdisciplinary understanding clear and well

	structured, <b>beginning</b> to use the selected forms or media <b>appropriately</b> The student <b>documents</b> relevant sources.
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### Criterion D: Reflecting

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student reflects on himself or herself as a disciplinary and interdisciplinary learner in a <b>limited</b> way The student <b>outlines</b> the contribution of selected disciplines in a limited way.
3-4	The student <b>reflects</b> on himself or herself as a disciplinary and interdisciplinary learner The student <b>states some</b> limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.
5-6	The student <b>consistently</b> reflects on himself or herself as a disciplinary and interdisciplinary learner The student <b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.
7-8	The student <b>consistently</b> reflects <b>with sophistication on</b> himself or herself as a disciplinary and interdisciplinary learner The student <b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.

**MYP General Grade Descriptors:** To arrive at a final MYP grade of each subject, teachers add together the student's final achievement levels in all criteria of the subject group. This adds up to 32 which is then converted into a MYP grade on a scale of 1-7 as follows:

Grades	1	2	3	4	5	6	7
Boundaries(Criterion Level Total)	0-5	6-9	10-14	15-18	19-23	24-27	28-32

Grade	Boundary guidelines	Descriptor
1	0-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and

		contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.