

Curriculum - MYP 4

- 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)

Unit 1: Family Melodrama		Duration: July – Sept (12 weeks)	
<p>Contents: Literature:- Shakespearean Drama - The tragedy of King Lear: Discuss elements of tragedy, Explore the historical context of the play, Analyse characters, Use Shakespeare's language, Critique themes, Justify different aspects of the play,</p> <p>Language:- Script-writing, Letter-writing, Group discussion, Paraphrase the monologues and soliloquies and enact them out with intonation and movement, Create a short film</p> <p>Grammar:- (Noun, Pronoun, Preposition, Adjective), Punctuation Literary devices:- Figurative devices (Metaphor, Simile)</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Revision + Assessment)	Date of submission
A,B,C & D	Unit 1: Entire Content	29.08.2016 to 09.09.2016	09.09.2016
Unit 2: Brief outpourings of the heart		Duration: October to Mid-November (6 weeks)	
<p>Contents: Literature:- Novella- The little prince by Antoine de Saint Exupéry and Fable- Jonathan Livingston Seagull by Richard Bach: Analyse the characters and connect it to your philosophy of life based on the novella and fable , Compare and contrast the novella and the fable, Summarise the themes and symbols in both</p> <p>Language:- Create your POV of a quote (drawing/sketch/paint/sculpture/dance/song/picture) Create questions to reflect, Explore vocabulary, Create a PPT on 'What I believe about life'</p> <p>Grammar:- Parts of speech (Verb), Punctuation</p> <p>Literary devices:- Figurative devices (Personification, Onomatopoeia)</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Revision + Assessment)	Date of submission
A,B,C & D	Unit 2: Entire Content	26.10.2016 to 04.11.2016	04.11.2016
Unit 3: IDU - Mathematics		Duration: July to Mid-August (6 weeks)	
Contents: English-Unit 1 Family Melodrama with Mathematics-Unit 1 Numbers & Patterns			
Summative assessments:			

Criteria / task	Course content	Date of assignment (Revision & Assessment)	Date of submission
A,B,C & D	English-The tragedy of King Lear (Division of England in 16th c.) Mathematics-Map scale and Ratio & Proportion	04.08.2016	14.08.2016
II Term			
Unit 3: Soulful words		Duration: Mid-November to December(5 weeks)	
<p>Contents: Literature:- <i>Epic poem- Beowulf</i>: Identify Genealogies, Examine themes, Research medieval foods online/in library, Outline Beowulf's accession to the throne, Comment about the battle with the dragon from Beowulf's POV, Create an illustrated timeline of events in the poem, Analyse the protagonist</p> <p>Language:- Create a poem from words that appear in the text,, Group discussion (springboards), Interview on TV or newspaper (talk-show), Create definitions/illustrations of words to write an eulogy</p> <p>Grammar:- Parts of speech (Adverb), Punctuation</p> <p>Literary devices:- Figurative devices (Alliteration and Kenning)</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Home-assignment)	Date of submission
A,B,C & D	Unit 3: Entire Content	22.12.2016 to 03.01.2017	03.01.2017
Unit 4: Reality of life		Duration: January to Mid-February(6 weeks)	
<p>Contents: Literature:- <i>Autobiography- Chinese Cinderella - Adeline Yen Mah, Film- Boy (Directed by Taika Waititi-2010-New Zealand Maori Film)</i> Analyse the themes,motifs and symbols in the autobiography and the film; Compare and contrast the autobiography and the film; Critique the protagonists in both</p> <p>Language:- Journal-writing, TED-Talk style of writing, Group discussion</p> <p>Grammar:- Parts of speech (Conjunction & Interjection)</p> <p>Literary devices:- Figurative devices (Hyperbole,Euphemism)</p>			
Summative assessments:			
Criterion/ task	Course content	Date of assignment (Revision + Assessment)	Date of submission
A,B,C & D	Unit 3: Entire Content	13.02.2017 to 22.02.2017	22.02.2017

Language and Literature (Hindi)

Unit 1:		Duration: July – August 2 weeks (6 weeks)	
Contents: शब्द विचार, रस और अलंकार, कविता में रस की पहचान, कविताएँ- फूटा प्रभात भारत भूषण अग्रवाल, प्रथम रश्मि- कवि-सुमित्रानंदन पंत फसल- नागार्जुन मेघ आए बड़े बनठन के- सर्वेश्वर दयाल सक्सेना , रचनात्मक लेखन- पत्र लेखन (औपचारिक, अनौपचारिक, आवेदन) अपठित पद्यांश प्रस्तुतिकरण-वाद-विवाद			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Hindi -C & D	Oral, Written- पाठ्य कविताओं की अन्य कविताओं से तुलना	27.07.2016	To be taken on the same date
Hindi-A,B,C,D	Oral, Written- स्वरचित कविताओं की प्रस्तुति	26th August 2016	7Sep2016
Unit 2:			
Contents: व्याकरण-विराम चिन्ह, वाक्य-विन्यास कहानियाँ (कथाकुंज) सदगति-प्रेमचंद मलबे का मालिक-मोहन राकेश			

<p>पुरस्कार- प्रसाद जिंदगी और जॉक- अमरकांत रचनात्मक लेखन-सारांश, निबंध व अपठित गद्यांश</p>			
Criteria / task	Course content	Date of assignment	Date of submission
Hindi Criteria A & B	Oral, Written-कहानियों के पात्रों की तुलना एवं उसका नाट्यरूपांतरण	August 26,2016	August 31,2016
Hindi Criteria C & D	Oral, Written-कहानियों के पात्रों की तुलना एवं उसका नाट्यरूपांतरण	Sept.28,2016	Sept.28,2016
II Term			
Unit 3- अंतःसम्बंध		Duration: 8 Weeks	
<p>Contents:व्याकरण- वाक्य नाटक- अंधायुग- धर्मवीर भारती रचनात्मक लेखन-संवाद एवं अपठित गद्यांश</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion C & D	अंधायुग के पात्रों की अलग - अलग प्रस्तुति पर आधारित टास्क लिया जाएगा।	17 Oct 16	25 Oct 16

Criterion A & B	अंधायुग के पात्रों की अन्य नाटकों के पात्रों से तुलना	21 Oct 16	21 Oct 16
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French

Unit 1: Rencontrons le monde!		Duration: July – August 2016 weeks (8 weeks)	
Contents: Developing ability to communicate effectively using the target language, e.g. constructing meaning while talking about yourself, giving personal information, describing people, your family.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
French_ C & D	C: Oral presentation on ‘Myself’ D: Written composition on ‘The Most interesting day with my family’	27.07.2016	To be taken on the same date
French_ A,B, C,D	A.Listening comprehension on an interview B:Reading comprehension a forum on internet C: Talking about your family and friends with a French friend D: Writing a blog on your family li	26th August 2016	7 Sep 2016
Unit 2:.Le Mileu urbain et le Mileu rural		Duration: September - October 2016 (8 weeks)	
Contents: Encouraging positive attitudes towards speakers of other languages and a			

sympathetic approach to other cultures and civilisations e.g. understanding and comparing city-life and village-life, forming opinions about them. Understanding Grammar: pronoun 'y', negative expressions: ne ... pas/plus, etc., past tense with 'etre' & 'avoir'.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
French_Criterion A & B	A. Listening & paraphrasing: a tourist brochure on tourism B. Reading comprehension on Futuroscope	August 24,2016	August 31,2016
French_Criterion C & D	C: Oral activity: Describing your town/village/region to a French friend D: Describing your town/village/region to a French friend in the form of a letter	Sept 26,2016	Sept.27,,2016

Unit 3: Nos projets, nos voyages

Duration: November - December 2016 (8 weeks)

Contents: Developing ability to communicate effectively using the target language to make future plans, travels, family life, household, hospitality.

Understanding Grammar: the future and the near future tense, conditional tense, emphatic pronouns

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
French_Criterion A&B	A. Listening & paraphrasing a letter to a friend B. Reading comprehension of narrations (accounts of life)	10 Oct 2016	13 Oct2016
French_Criteria: C,D	C. Oral activity on discussion of home life with a French friend D. Write up on your home life	14 Oct 2016	17 Oct 2016

II Term

Unit 4:La vie hors de chez nous		Duration: January - February 2017 (8 weeks)	
Contents: Developing ability to communicate effectively using the target language to talk about transactions, appearance and clothing, fashion, daily routine, school schedule, school subjects, daily routine, school schedule, school subjects, shopping, prices, school schedule, school subjects, shopping, prices, Grammar:use of verb devoir, the imperfect tense, ce, celui, quel, lequel			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A,B	A.Listening & paraphrasing spoken description of hobbies B.Reading comprehension of a paragraph on a T.V.programme and 2 French films	18 Jan 17	19 Jan 17
C,D	C. Oral activity of survey on shopping D.Writing composition on holidays in your country + oral presentation of the same(IGCSE French 79)	15 Feb 17	17 Feb 17
Unit 5: Mangeons bien!		Duration: March - April 2017 (8 weeks)	
Contents: Providing enjoyment and intellectual stimulation in terms of identifying different food items, analysing and synthesising different meals and their importance, evaluating the importance of a healthy food, recognising dangers of the fast-food,junk food, understanding the right way of ordering food, booking a table, understanding of writing a recipe; Understanding Grammar:pronoun 'en', direct & indirect object pronouns, past tense and imparfait			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
A,B	A.Listening & paraphrasing a passage on French people's eatig habits (IGCSE French 58)	15 Mar 17	20 Mar 17

	B. Reading comprehension of an Napoleonic anecdote and an ideal diet recommended for athletes		
C,D	C. Discussing good eating habits with a friend, orally D. A write up on good eating habits	20 Mar 17	21 Mar 17

Mathematics

Unit 1: Numbers and Patterns		Duration: July – August 2 weeks (6 weeks)	
Contents: Number system, Percentage, Ratio and proportion, Compound Interest, Simple Interest, Map Scale, Significant Numbers, Sequence and Number Patterns			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
B, C, D	Numbers and Patterns	26.07.2016	05.08.2016
Unit 2: Algebra and Linear Graphs with functions		Duration: August 2 Weeks to September	
Contents: Linear equations, Quadratic equations, Factorisation, simultaneous equations			
Unit 3: IDU - English		Duration: July to Mid-August (6 weeks)	
Contents: Mathematics-Unit 1 Numbers & Patterns with English-Unit 1 Family Melodrama			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Revision & Assessment)	Date of submission

A,B,C & D	Mathematics-Map scale and Ratio & Proportion English-The tragedy of King Lear (Division of England in 16th c.)	04.08.2016	14.08.2016
Contents:Area , Surface Area and Volume			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A,	Functions, Linear Graphs,Mensurations	15.11.16	Same day
B,C,D	Functions, Linear Graphs,Mensurations	22.10.16	2.11.16
II Term			
Unit 4: IDUStatistics		Duration: November 2 weeks and December	
Contents: Statistics and Probability			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
C,D	Statistics and Graph With Economics	15.12.16	20.12.16
Unit 5: Non Linear Graphs and Functions and Trigonometry		Duration: January and Febraury	
Contents: Sketching of nonlinear graphs, Tangent at a given point, Points of intersection, Solution of system of equations.			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of

			submission
A,	Functions and Graphs	24.01.17	same
B,C,D	Functions and Graphs	20.02.17	27.02.17

Individuals and Societies (Business Studies)

Unit 1: 1. Understanding business activity		Duration: July – August	
Contents: Business Activity, Classification of businesses, Enterprise, business growth and size, Types of business organization and Business objectives and stakeholder objectives.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Business Activity, Classification of businesses	22nd August, 2016	Same day
A, B, C, D	Enterprise, business growth and size, Types of business organization and Business objectives and stakeholder objectives.	8th August, 2016	12th August, 2016
Unit 2: People in business		Duration: September-October	
Contents: Motivating workers, Organization and management, Recruitment, selection and training of workers, Internal and external communication.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Motivating workers, Organization and management, Recruitment, sel	30th september	Same day

	ection and training of workers,Internal and external communication.		
A,B,C,D	Motivating workers,Organization and management,Recruitment,selection and training of workers,Internal and external communication.	3rd October	8th October
II Term			
Unit 3: Marketing		Duration:November-February	
Contents:Marketing,competition and the customer,Market Research,Marketing Mix:Product and price,Marketing Mix: Place and promotion and marketing strategy.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Marketing,competition and the customer,Market Research	3rd March,2017	Same day
A,B,C,D	Marketing Mix:Product and price,Marketing Mix: Place and promotion and marketing strategy.	23thFeb ,2017	28th Feb,2017

Individuals and Societies (Economics)

Unit 1: Introduction to Basic Economic Problems	Duration: July
<p>Contents: Economics Problems - define the nature of the economic problem in terms of finite (limited) resources and infinite (unlimited) wants., Factors of Production - define the factors of production (land, labour, capital, enterprise).</p> <p>Opportunity Cost - define opportunity cost and analyse particular circumstances to illustrate the concept.demonstrate how production possibility curves can be used to illustrate choice and resource allocation.</p>	

Evaluate the implications of particular courses of action in terms of opportunity cost.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A	Opportunity Cost, The economic problem, PPC	27.7.16	27.7.16

Unit 2: Allocation of Resources - How the markets work; Market Failure Activity, Forms of Markets and Price Determination

Duration: Aug-Sept

Contents: Describe the allocation of resources in market and mixed economic systems. demonstrate the principle of equilibrium price and analyse simple market situations with changes in demand and supply.

Describe the causes of changes in demand and supply conditions and analyse such changes to show effects in the market.

Define price elasticity of demand and supply and perform simple calculations.

Demonstrate the usefulness of price elasticity in particular situations such as revenue changes, consumer expenditure.

Describe the concept of market failure and explain the reasons for its occurrence.

evaluate the merits of the market system. define private and social costs and benefits and discuss conflicts of interest in relation to these costs and benefits in the short-term and long-term through studies of the following issues:

- conserving resources versus using resources
- public expenditure versus private expenditure.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
B and C	Demand, Supply, Elasticity	19.8.16	29.8.16
A and D	Allocation of Resources, Market Failure	20.9.16	-

Unit 3-Individual as Producer and Consumer and Borrowers

Duration: Oct-Dec

Contents: Describe the functions of money and the need for exchange. Describe the functions of central banks, stock exchanges, commercial banks. identify the factors affecting an individual's choice of occupation (wage factors and non-wage factors). describe likely changes in earnings over time for an individual. describe the differences in earnings between different groups of workers (male/female; skilled/unskilled; private/public; agricultural/ manufacturing/services).

Describe trade unions and analyse their role in an economy. describe the benefits and disadvantages of specialisation for the individual. analyse the different motives for spending, saving and borrowing. discuss how and why different income groups have different expenditure patterns (spending, saving and borrowing). Types of Business Organisation, Production and productivity

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
B and C	Banks: Central, Commercial; Spending, Saving, Borrowing	4.11.2016	15.11.2016
A and D	Unemployment, Money, Trade Unions	22.12.16	-

II Term

Unit 4: IDU - The Private firm as Producer and Employer

Duration: Dec-Feb

Contents: Describe the type of business organisation in the public and private sectors: sole proprietors, partnerships, private limited companies, public limited companies, multinationals, co-operatives, public corporations.

Describe and evaluate the effects of changes in the structure of business organisations. describe what determines the demand for factors of production. distinguish between labour-intensive and capital-intensive production.

Define productivity and recognise the difference between productivity and production. define total and average cost, fixed and variable cost and perform simple calculations. analyse particular situations to show changes in total and average cost as output changes.

Define total and average revenue and perform simple calculations.

Describe the principle of profit maximisation as a goal and recognise that business organisations may have different goals.
 Describe the characteristics of perfect competition and monopoly. describe pricing and output policies in perfect competition and monopoly. describe the main reasons for the different sizes of firms (size of market, capital, organisation).
 Describe and evaluate integration, economies and diseconomies of scale. discuss the advantages and disadvantages of monopoly.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
B and C	IDU based on Production and Productivity	09.01.17	12.01.17
A and D	Market Structures	16.02.17	-

Unit 5: Role of Government in an Economy **Duration: Feb-Apr**

Contents: Describe the government as a producer of goods and services and as an employer. Describe the government as a producer of goods and services and as an employer. Explain fiscal, monetary and supply-side policies. analyse the use of fiscal, monetary and supply-side policies.
 Discuss the possible conflicts between government aims.
 Describe the types of taxation (direct, indirect, progressive, regressive, proportional) and the impact of taxation. discuss the government's influence (regulation, subsidies, taxes) on private producers.

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
A	Aims of Government	15.3.16	-

Individuals and Societies (Global Perspectives)

Unit 1 : Biodiversity and ecosystem loss [Ms.Meghna]	Duration:- July- Aug
Contents: Individual Report	
Summative assessments:	

Criteria / task	Course content	Date of assignment	Date of submission
A:Knowing and Understanding B. Investigating C. Communicating D:Thinking Critically	Individual Report	22nd August	26th August
Unit 2 : Conflict and Peace , Language and communication,Sports and recreation,Disease and Health [Ms.Prabhjot]		Duration: September- October	
Contents: Team Project			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A:Knowing and Understanding B:Investigating, C:communicating D:Thinking Critically	Team Project	3rd October	7th October
II Term			
Unit 3: Globalisation [Ms.Kamayani]		Duration: November - February 2017	
Contents: Written component			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A	Written component	20th February 2016	Same day
Unit 4 - Belief system[Ms.Kamayani/ Ms.Sharmistha]		Duration: March - April 2017	

Contents:Individual Report			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A	Written Component	31st March,2017	Same day

Science (Physics)

Unit 1: Kinematics		Duration: July – August 2 weeks (6 weeks)	
<p>Contents: Measurements and units:L Numbers and units, system of units, Volume and density</p> <p>Forces and Motion: Speed, velocity, acceleration, motion graphs, equations of motion, free fall, forces in balance, Force weight and gravity, action and reaction.</p> <p>Pressure: Forces and turning effects, center of gravity, stretching and compressing, Pressure, Pressure in liquids, Floating and sinking</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criteria A	Units, force and motion	17/08/2016	Same day
Criteria B & C	Investigation task (lab work)	19/08/2016	24/08.2016
Unit 2: Energy		Duration: August 3rd week to Sept	
<p>Contents: Energy:</p> <p>Work and energy, Energy transformation, Calculating Kinetic and potential energy, Friction, efficiency, energy resources,</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criteria D	Essay on Energy transformation. (Home Task)	19th Sept	22nd Sep

II Term			
Unit 3: Waves		Duration: Oct to Jan	
<p>Contents: Sound (waves) and light waves: Transverse and longitudinal waves, wave effects, sound waves, speed of sound waves and echoes, characteristics of sound waves, ultrasound, seismic waves,</p> <p>Light: Light, reflections in plane mirrors, refraction of light, total internal reflection, lenses, electromagnetic waves,</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A	Class test	5/01/2017	5/01/2017
Criteria B & C	Investigation task (To study change of refraction through different medium	6/01/2017	13/01/2017
Criteria D	Possible effects of EM waves on human beings.(home task)	12/01/2017	18/01/2017
Unit 4: Thermal Physics		Duration: Jan to March	
<p>Contents: Thermal Effects: Temperature, thermal conduction, convection, thermal radiation, gas laws, specific heat capacity, Latent heat.</p>			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
Criterion A	Task on thermal effect	2/03/2017	Same day
Criteria B & C	Lab Task. Investigation on specific heat	06/03/2017	10/03/2017

Science (Chemistry)

Unit 1: Matter in our surrounding		Duration: July – August (9 weeks)	
Contents: Atomic Structure and Chemical Bonding			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Whole unit	25-08-16	Same day in class
B and C	Lab Activity(separation/solubility)	18-07-16	25-07-16
D	Essay -food adulteration.(Home task)	1-08-16	8-08-16
Unit 2: Periodic patterns and properties of elements		Duration: Sep-Oct(8 weeks)	
Contents: Periodicity and industrial inorganic chemistry			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Periodicity of elements	28-09-16	Same day in class
B and C	Lab Activity(Rusting /Corrosion)	15-09-16	22-09-16
D	Essay /Seminar Presentation related to mining process	5-10-16	13-10-16
Unit 3: Acid,Bases and Salts		Duration: Nov-Dec(7 weeks)	
Contents:Acid,Bases and Salts(Soluble and Insoluble)			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission

A	Acid,bases, their chemical reactions and physical properties	24-11-16	Same day in class
D	Essay-impact of soaps and detergents on society	18-11-16	28-11-16
II Term			
Unit 4: -Organic Chemistry and polymers		Duration:jan-feb(6 weeks)	
Contents: organic compounds;their reactions,nomenclature and properties.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Hydrocarbons,isomers,reactions of organic compounds and alcohols	8-02-17	Same day in class
B and C	Lab Investigation(Titration)	12-01-17	19-01-17
D	Essay-impact of using alcohol as a biofuel/impact of organic farming	23-01-17	31-01-17
Unit 5: Chemical Analysis and polymers		Duration: feb-march(6 weeks)	
Contents: Organic and inorganic analysis;Polymers and petrochemicals			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
A	Polymers and Petrochemicals	24-03-17	Same day in class
B and C	Lab Investigation(Chromatography)	15-02-17	22-02-17
D	Essay-Role of polymers in the field of pharmaceuticals and Food Packaging Sector	2-03-17	8-03-17

Science (Biology)

Unit 1: Organisation of life		Duration: July – August 2 weeks (6 weeks)	
Contents: Characteristics and classification of living organisms, Organisation of the organism.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A- Unit test	Characteristics and classification of living organisms, Organisation of the organism.	11 Aug	11 Aug
Unit 2: Chemicals for metabolism		Duration: Aug	
Contents: 3. Movement in and out of cells, 4. Biological molecules, 5. Enzymes, 7. Human nutrition			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
B, C- Agar Experiment B,C- Energy content D- Application of enzymes	3. Movement in and out of cells, 4. Biological molecules, 5. Enzymes, 7. Human nutrition	22 Aug	30 Aug
		12 Sept	20 Sept
		14 Sept	14 Sept
Unit 3: Metabolism		Duration: Oct- Nov	
Contents:6. Plant nutrition, 12. Respiration			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
D- Biofuel essay	6. Plant nutrition, 12. Respiration	6 Oct	6 Oct

II Term			
Unit 4: life processes		Duration: Dec- Feb	
Contents: 8. Transport in plants, 9. Transport in animals, 11. Gas exchange in humans,			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
B, C- Factors affecting transpiration	Transport in plants,	25.1.17	1.2.17
D- Essay on CHD	Transport in animals	22.2.17	22.2.17
A- Test	Transport in plants, Transport in animals, Gas exchange in humans	13.2.17	13.2.17
B, C- Factors affecting pulse rate	Transport in animals	23.2.17	30.2.17
Unit 5: Diseases		Duration: March April	
Contents: 10. Diseases and immunity, 15. Drugs			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
D- Essay on Drugs	Drugs	15.3.17	15.3.17
A-Test	Diseases and immunity, Drugs	29.3.17	29.3.17

Design -

Unit 1: Data Representation		Duration: July – August	
Contents: 1.1.1 Binary systems 1.1.2 Hexadecimal 1.1.3 Data storage			
Summative assessments:			
Criteria / task	Course content	Date of assignment - (Tentative)	Date of submission (Tentative)
Criteria A, C	Binary Number Conversions	July 18, 2016	July 20, 2016
Criteria B, D	Data Storage Techniques	August 18, 2016	August 29 , 2016
Unit 2: Communication and Internet technologies		Duration: September - October	
Contents: 1.2.1 Data transmission 1.2.2 Security aspects 1.2.3 Internet principles of operation			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Tentative)	Date of submission (Tentative)
Criteria A, B, C, D	Data transmission Security aspects Internet principles of operation	September 26, 2016	October 24, 2016
Unit 3: Hardware and software		Duration: November - January	
Contents: 1.3.1 Logic gates 1.3.2 Computer architecture and the fetch execute			

cycle 1.3.3 Input devices 1.3.4 Output devices 1.3.5 Memory, storage devices and media 1.3.6 Operating systems			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Tentative)	Date of submission (Tentative)
Criteria C	Logic gates, Computer architecture and the fetch execute cycle	November 15, 2016	November 21, 2016
Criteria A,B,C, D	Input devices Output devices, Memory, storage devices and media Operating systems	January 9, 2017	January 30, 2017
II Term			
Unit 4: Security and Ethics		Duration: Feb - March	
Contents: 1.4 Security 1.5 Ethics			
Summative assessments:			
Criteria / task	Course content	Date of assignment (Tentative)	Date of submission (Tentative)
Criteria A,B,C,D	Security, Ethics	March 02, 2017	March 28, 2017

Arts

Unit 1: VA Portrait study		Duration: July – Dec	
<p>Contents: Transition from realistic portraits to their adaption in traditional art .Creation of students own artwork by transforming realistic into innovative forms like mosaic,mural,glass painting etc.Research on different style of portraits.Comparative study of artists from different art movements.</p>			
<p>Summative assessments:</p>			
Criteria / task	Course content	Date of assignment	Date of submission
<p>Criterion A & D (all strands)</p>	<p>Portrait basic proportion and critical analysis of given portrait on the basis of elements of art,artistic intention and learners perception.Responding on own art work.</p>	<p>13 Sep</p>	<p>19-23 Sep to be performed during regular class hours</p>
<p>Criterion B and C (all strands)</p>	<p>Creating “portrait of person I know”with process and alternatives and brainstorm.</p>		
<p>Criterion A & D (all strands)</p>	<p>Comparative study of (portrait) of 2 artists from different art movements and responding on their own art work</p>	<p>2 Nov</p>	<p>7- 11 Nov to be performed during regular class hours</p>
<p>Criterion B and C (all strands)</p>	<p>Exploration of journey of transformation of realistic portrait to learners own style. Briefing artistic intention andlearners perception.Process and big idea of learners art work.</p>		

Unit 2: VA Mannequin study and perspective		Duration: Jan-March	
Contents: Study of basic proportions,Sketches from front ,side and back view.Random sketches of human figures and their composition.0.1,0.2,0.3 perspective .Application of perspective in creative composition and installation art .Comparative study of different art movements.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A & D (all strands)	Demonstration of understanding of basic proportions of human figures and perspective.Reflecting and responding understanding in learners own art work.	17 Jan	23-31 Jan to be performed during regular class hours
Criterion B and C (all strands)	Creative composition of human figures and perspective depicting big idea,process,brainstorm and alternatives.		
Criterion A & D (all strands)	Critical analysis of installation art and its critical analysis with examples.Source of inspiration and strengths and weakness of learners own art work as per the understanding.	2 March	6-10 March to be performed during regular class hours
Criterion B and C (all strands)	Creating installation art and designing and executing installation art consisting human figures and emotions.Documenting processes,brainstorm and alternatives.		
Unit 3: Dance - Freestyle dance		Duration: July - December	
Contents: Concept of free style dances			

Basic moves of dances
Generate Original Choreography
Choreograph a Structured Composition

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criterion A and D (all strands)	<ul style="list-style-type: none"> • Concept of free style dances • Development of freestyle dance forms • Technical terminology used in Dance 	13th Sep. 2016	Same day (13th Sep 2016)
Criterion B and C (all strands)	<ul style="list-style-type: none"> • Generate Original Choreography • Choreograph a Structured Composition 	13th Sep. 2016	19th Sep 2016
Criterion A and D (all strands)	<ul style="list-style-type: none"> • Origin and development of contemporary dances • Contributors of contemporary dance styles • Comparison of two art works 	2nd Nov 2016	2nd Nov 2016 (Same day)
Criterion B and C (all strands)	<ul style="list-style-type: none"> • Generate Original Choreography • Choreograph a Structured Composition 	2nd Nov 2016	7th Nov
II Term			
Unit 4: Theme based Dance		Duration: December - April	
Contents:			

About dance and Dance Dramas.
How do dances Dramas have evolved through ages?
Techniques and basic moves of Dance styles.
Choreography – specifically using theme/story
Technical terminology used in this dance styles.
Use of gestures and expressions
Nava Rasa
Abhinaya and its concepts,
Stage presentation

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criterion A and D (all strands)	<ul style="list-style-type: none"> ● Theoretical study of Dance Dramas ● Types and varieties of Dance Dramas ● Background of the term Dance Drama 	17th Jan 2017	17th Jan 2017 (same day)
Criterion B and C (all strands)	<ul style="list-style-type: none"> ● Choreography – specifically using theme/story ● Technical terminology used in this dance styles 	17th Jan 2017	23rd Jan 2017
Criterion A and D (all strands)	<ul style="list-style-type: none"> ● Technical terms of Dance dramas ● gestures and expressions ● Nava Rasa ● Abhinaya and its concepts, ● Stage presentation 	2nd March 2017	2nd March 2017
Criterion B and C (all strands)	<ul style="list-style-type: none"> ● Choreography – specifically using theme/story 	2nd March 2017	6th March 2017

Unit 1: Elements of music

Duration: July-December

Contents: · Detailed information about Elements of music; Pitch, Melody & Harmony.

- Read, write, and perform melodic notation in duple, triple, and mixed meters
- Transcribe simple aural examples into melodic notation.
- Harmonic structure of melodic lines using CHORDS.
- Ear training or Listening skills
- Detailed information about Elements of music; Rhythm, Meter and Tempo
- Read, write, and perform rhythmic notation in duple, triple, and mixed Time signature
- Transcribe simple aural examples into rhythmic notation
- Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media.
- Use criteria according to the elements of music to evaluate the quality and effectiveness of musical performances and compositions.
- Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practice/composing music.
- Development throughout the project.
- Identify and describe how music functions in the media and entertainment industries.

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
A & D	Pitch, melody & harmony	13 september 16	19 september
B & C	Music performing & Process journal	13 september 16	19-22 september
A & D	Time signature, rhythm & tempo	02 november 16	07 november
B & C	Music performing & Process	02 november 16	07-09 november

II Term

Methods of composing

Duration: December - April

Contents: · Detailed information about The methods of music composing

- Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
- Perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensemble.
- Compare music from Indian & Western cultures as to some of the functions music serves and the roles of musicians.
- Improvise melodic and rhythmic embellishments and variations on given melodies

- 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.
- Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practice/composing music.
- Development throughout the project.
- Identify various careers for musicians in the entertainment industry.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criterion A and D	Analysis of music	17th Jan 2017	23 Jan 2017
Criterion B and C	Music performing & Process journal	17th Jan 2017	23-31 Jan
Criterion A and D	Composing & Comparison of music elements	2nd Mar 2017	6th Mar 2017
Criterion B and C	Music performing & Process journal	2nd Mar 2017	6-10 Mar 2017

Unit 1: SUGAM SANGEET & CLASSICAL MUSIC		Duration: July- November	
<p>Content: National Song, School prayer, Introduction of Sugam sangeet, Western Chords, Basic Idea about Classical Music (10 That Based Song), Swarmalika(5 That's)—Bilawal, Kalyan,Khamaj,Bhairav,Purvi, Introduction of Bandish based on any one of above 5Thats, Taan,Swargam,Bister-Some important things used in Bandish Presentation, Introduction of "Anant", Brief Idea about "Tarana", Swargamgeet based on "Raaga Yaman", Clapping arrangement of Dadra Taal, Kwharwa Taal and Jhap Taal with full scanning and also learn about Double of those Taals, Idea about How to Play Tanpura, Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music. Development throughout the project. Identify how Indian musicians compose music, using classical raag & taal.</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A & D(All Strands)	Sugam Sangeet Chapter, That Chapter, Bandish(Drut)	13/09/16	19/09/16

B & C(All Strands)	Music performing & Process journal	13/09/16	22/09/16
A & D(All Strands)	Classical music	02/11/16	07/11/16
B & C(All Strands)	Music performing & Process journal	02/11/16	09/11/16
Unit 2:GHAZAL		Duration:December-March	
<ul style="list-style-type: none"> · CONTENT: Saraswati Bandana · A brief idea about North Indian Classical Music · Introduction of Ghazals · The role of Ghazals in people's life, Practice and perform some popular Ghazals · A brief idea about Traditional Ghazals · Introduction of Geetnoma Ghazals · Ear Training · Voice Training and Grooming Session · Basic Idea about Western Chords · Note Pehchan and Paltas, Alankar · Read, write, and perform Traditional musical notations ·Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music. ·Development throughout the project. Describe the role and importance of Ghazals in our society.· Swarmalika(5 Thats)—Marwa, Kafi, Asabari, Todi and Bhairavi · Introduction of Bandish based on any one of above 5Thats · Taan,Swargam,Bister-Some important things used in Bandish Presentation · Introduction of "RAAGMALA" (based on 15Raagas) · Brief Idea about "Tillana" · CONTENT: Swargamgeet based on "Raaga Bhairavi" · Clapping arrangement of Rupak taal, Ektaal Taal and Tritaal with full scanning and also learn about Double of those Taals · Basic Idea about How to Play Harmonium ·Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music. ·Development throughout the project. Identify how Indian musicians compose music, using classical raag & taal. 			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A & D(All Strands)	Ghazal Music chapter, That Chapter, Bandish(Drut)	17/01/17	23/01/17

B & C(All Strands)	Music performing & Process journal	17/01/17	24-31/01/17
A & D(All Strands)	Classical music	06/03/17	10/03/17
B & C(All Strands)	Music performing & Process journal	06/03/17	10/03/17

Criteria Descriptive for Assessment: MYP 4 and 5

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 does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	The student: <ul style="list-style-type: none"> i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts

	<ul style="list-style-type: none"> ii. provides adequate analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

Criterion B: Organizing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision.
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Criterion D: Using language

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

	v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.

Language 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 4 Hindi consists of Phase 4 whereas MYP 4 French continues with two phases i.e. Phase 3 (a bit difficult) or Phase 4 (higher level)

MYP 5 Hindi/ French comprises Phase 5

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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. The student shows limited understanding of the content, context and

	concepts of the text as a whole.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. has some understanding of conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some 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"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. has considerable understanding of conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable 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"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. has excellent understanding of conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough 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 does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas,

	<p>opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions.</p> <p>The student shows limited 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"> i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. understands some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some 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"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. understands most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable 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"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough 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 does not reach a standard described by any of the descriptors below.

1-2	<p>The student:</p> <ul style="list-style-type: none"> i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. interacts minimally in rehearsed and unrehearsed exchanges iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations iv. communicates with a limited sense of audience and purpose.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. responds to spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in rehearsed and unrehearsed exchanges iii. expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to spoken, written and visual text ii. interacts considerably in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience and purpose.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to spoken, written and visual text ii. interacts confidently in rehearsed and unrehearsed exchanges iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose.

Criterion D: Using language in spoken and written form

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	The student:

	<p>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult</p> <p>ii. organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately</p> <p>iii. uses language to suit the context to some degree.</p>
5-6	<p>The student:</p> <p>i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility</p> <p>ii. organizes information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the context.</p>
7-8	<p>The student:</p> <p>i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <p>ii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message</p> <p>iii. uses language effectively to suit the context.</p>

French/Hindi (Language B) Phase 4

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 4, students should be able to:

- i. construct meaning and draw conclusions from information, main ideas and supporting details
- ii. interpret conventions

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty constructing meaning from information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited 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"> i. constructs some meaning and draws some conclusions from information, main ideas and some supporting details ii. interprets some conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some 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"> i. constructs considerable meaning and draws conclusions from information, main ideas and supporting details ii. interprets most conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable 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"> i. constructs extensive meaning and draws conclusions from information, main ideas and supporting details ii. interprets conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and</p>

	concepts of the text as a whole.
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Criterion B: Comprehending written and visual text

Maximum: 8

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

- i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty constructing meaning by identifying stated information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting basic conventions including aspects of format and style, and author’s purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited 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"> i. constructs some meaning from stated and some implied information, main ideas and supporting details; draws some conclusions ii. interprets some basic conventions including aspects of format and style, and author’s purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some 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"> i. constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets most basic conventions including aspects of format and style, and author’s purpose for writing iii. engages considerably with the written and visual text by identifying most

	<p>ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</p> <p>The student shows considerable 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"> i. constructs extensive meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets basic conventions including aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough 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 4, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- iii. express ideas and feelings, and communicate information in simple and complex texts
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas and feelings, and communicates minimal information in simple and complex texts iv. communicates with a limited sense of audience and purpose.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. responds to spoken, written and visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance

	<p>iii. expresses some ideas and feelings, and communicates some information in simple and complex texts; ideas are not always relevant or detailed</p> <p>iv. communicates with some sense of audience and purpose.</p>
5-6	<p>The student:</p> <p>i. responds appropriately to spoken, written and visual text</p> <p>ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance</p> <p>iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed</p> <p>iv. communicates with a considerable sense of audience and purpose.</p>
7-8	<p>The student:</p> <p>i. responds in detail and appropriately to spoken, written and visual text</p> <p>ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance</p> <p>iii. effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations</p> <p>iv. communicates with an excellent sense of audience and purpose.</p>

Criterion D: Using language in spoken and written form

Maximum: 8

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

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas into a structured text; use a wide range of cohesive devices
- iii. use language to suit the context.

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

	<p>understanding difficult</p> <p>ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately</p> <p>iii. uses language to suit the context to some degree.</p>
5-6	<p>The student:</p> <p>i. writes/speaks making good use of a range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility</p> <p>ii. organizes information and ideas well, and uses a limited range of cohesive devices accurately</p> <p>iii. usually uses language to suit the context.</p>
7-8	<p>The student:</p> <p>i. writes/speaks effectively using a range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <p>ii. organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message</p> <p>iii. uses language effectively to suit the context.</p>

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 does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <p>i. select appropriate mathematics when solving simple problems in familiar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p>

	iii. generally solve these problems correctly.
3-4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
5-6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
7-8	The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.

Criterion B: Investigating patterns

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

Criterion C: Communicating

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

Criterion D: Applying mathematics in real-life contexts

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3-4	The student is able to:

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

Individuals and societies (Humanities)

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
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 does not reach a standard described by any of the descriptors below.
1-2	The student:

	<ul style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the research question iv. makes a limited evaluation of the process and results of the investigation.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a research question that is clear and focused and describes its relevance in detail ii. formulates and somewhat follows a partial action plan to investigate a research question iii. uses a research method(s) to collect and record mostly relevant information iv. evaluates some aspects of the process and results of the investigation.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a clear and focused research question and explains its relevance

	<ul style="list-style-type: none"> ii. formulates and follows a substantial action plan to investigate a research question iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a clear and focused research question and justifies its relevance ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the investigation process and results.

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format

	iii. consistently documents sources of information using a recognized convention.
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Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. analyses concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation iv. identifies different perspectives and minimal implications.
3-4	The student: i. analyses concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations iv. interprets different perspectives and some of their implications.
5-6	The student: i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. interprets different perspectives and their implications.
7-8	The student: i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations iv. thoroughly interprets a range of different perspectives and their implications.

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

Criterion A: Knowing and understanding

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

Criterion B: Inquiring and designing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis iii. outline the variables

	iv. design a method, with limited success .
3-4	The student is able to: i. outline a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how relevant data will be collected iv. design a safe method in which he or she selects materials and equipment .
5-6	The student is able to: i. describe a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using scientific reasoning iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment .
7-8	The student is able to: i. explain a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using correct scientific reasoning iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment .

Criterion C: Processing and evaluating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. collect and present data in numerical and/or visual forms ii. interpret data iii. state the validity of a hypothesis based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions to the method.
3-4	The student is able to: i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and explain results iii. outline the validity of a hypothesis based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific

	<p>investigation</p> <p>v. outline improvements or extensions to the method that would benefit the scientific investigation.</p>
5-6	<p>The student is able to:</p> <p>i. correctly collect, organize and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and explain results using scientific reasoning</p> <p>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</p> <p>iv. discuss the validity of the method based on the outcome of a scientific investigation</p> <p>v. describe improvements or extensions to the method that would benefit the scientific investigation.</p>
7-8	<p>The student is able to:</p> <p>i. correctly collect, organize, transform and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and explain results using correct scientific reasoning</p> <p>iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation</p> <p>iv. evaluate the validity of the method based on the outcome of a scientific investigation</p> <p>v. explain improvements or extensions to the method that would benefit the scientific investigation.</p>

Criterion D: Reflecting on the impacts of science

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

	iv. sometimes document sources correctly.
5-6	The student is able to: i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly.
7-8	The student is able to: i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely iv. document sources completely .

Design (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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. states the need for a solution to a problem for a specified client/target audience ii. develops a basic design brief, which states the findings of relevant research.
3-4	The student: i. outlines the need for a solution to a problem for a specified client/target

	<p>audience</p> <p>ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance</p> <p>iii. analyses one existing product that inspires a solution to the problem</p> <p>iv. develops a design brief, which outlines the analysis of relevant research.</p>
5-6	<p>The student:</p> <p>i. explains the need for a solution to a problem for a specified client/target audience</p> <p>ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance</p> <p>iii. analyses a range of existing products that inspire a solution to the problem</p> <p>iv. develops a design brief, which explains the analysis of relevant research.</p>
7-8	<p>The student:</p> <p>i. explains and justifies the need for a solution to a problem for a client/target audience</p> <p>ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently</p> <p>iii. analyses a range of existing products that inspire a solution to the problem in detail</p> <p>iv. develops a detailed design brief, which summarizes the analysis of relevant research.</p>

Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. lists some basic design specifications for the design of a solution</p> <p>ii. presents one design, which can be interpreted by others</p> <p>iii. creates incomplete planning drawings/diagrams.</p>
3-4	<p>The student:</p> <p>i. lists some design specifications, which relate to the success criteria for the design of a solution</p> <p>ii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others</p> <p>iii. justifies the selection of the chosen design with reference to the design specification</p> <p>iv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.</p>
5-6	The student:

	<ul style="list-style-type: none"> i. develops design specifications, which outline the success criteria for the design of a solution ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others iii. presents the chosen design and justifies its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates minimal technical skills when making the solution ii. creates the solution, which functions poorly and is presented in an incomplete form.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design and plan when making the solution.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. describes changes made to the chosen design and plan when making the solution.

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution. iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. fully justifies changes made to the chosen design and plan when making the solution.
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Criterion D: Evaluating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. designs a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. designs a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. designs relevant testing methods, which generate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on relevant product testing iii. describes how the solution could be improved iv. explains the impact of the solution on the client/target audience, with guidance.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the product on the client/target audience.

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 does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject- specific terminology ii. demonstrates limited understanding of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	The student: <ul style="list-style-type: none"> i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject- specific terminology ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5-6	The student: <ul style="list-style-type: none"> i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject- specific terminology ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.
7-8	The student: <ul style="list-style-type: none"> i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject- specific terminology

	ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
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Criterion B: Developing skills

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

Criterion C: Thinking creatively

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent ii. demonstrates a limited range or depth of creative-thinking behaviours iii. demonstrates limited exploration of ideas to shape artistic intention that

	may reach a point of realization.
3-4	The student: i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent ii. demonstrates an adequate range and depth of creative-thinking behaviours iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5-6	The student: i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent ii. demonstrates a substantial range and depth of creative-thinking behaviours iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7-8	The student: i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ii. demonstrates an excellent range and depth of creative-thinking behaviours iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

Criterion D: Responding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. constructs limited meaning and may transfer learning to new settings ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her iii. presents a limited critique of the artwork of self and others.
3-4	The student: i. constructs adequate meaning and occasionally transfers learning to new settings ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her iii. presents an adequate critique of the artwork of self and others.
5-6	The student: i. constructs appropriate meaning and regularly transfers learning to new settings ii. creates a substantial artistic response that intends to reflect or impact on

	the world around him or her iii. presents a substantial critique of the artwork of self and others.
7-8	The student: i. constructs meaning with depth and insight and effectively transfers learning to new settings ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her iii. presents an excellent critique 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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success .
3-4	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5-6	The student: i. identifies physical and health education factual, procedural and conceptual knowledge

	ii. applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.
7-8	The student: i. explains physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.

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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. constructs and outlines a plan to improve physical performance or health ii. outlines the effectiveness of a plan based on the outcome.
3-4	The student: i. constructs and describes a plan to improve physical performance or health ii. explains the effectiveness of a plan based on the outcome.
5-6	The student: i. designs and explains a plan to improve physical performance or health ii. analyses the effectiveness of a plan based on the outcome.
7-8	The student: i. designs, explains and justifies a plan to improve physical performance or health ii. analyses and evaluates 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 does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. recalls information to perform.
3-4	The student: <ul style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform.
5-6	The student: <ul style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. analyses and applies information to perform.
7-8	The student: <ul style="list-style-type: none"> i. demonstrates and applies a range of complex skills and techniques ii. demonstrates and applies a range of complex strategies and movement concepts iii. analyses and applies information to perform effectively.

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.

- A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Criterion D: Reflecting and improving performance

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
3-4	The student: <ul style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. describes and summarizes performance.
5-6	The student: <ul style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. explains goals and applies strategies to enhance performance iii. explains and evaluates performance.
7-8	The student: <ul style="list-style-type: none"> i. explains and demonstrates strategies to enhance interpersonal skills ii. develops goals and applies strategies to enhance performance iii. analyses and evaluates 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 does not reach a standard described by any of the descriptors below.
1-2	The student demonstrates limited relevant disciplinary grounding.
3-4	The student demonstrates some relevant disciplinary grounding.
5-6	The student demonstrates most necessary disciplinary grounding.
7-8	The student demonstrates extensive necessary disciplinary grounding.

Criterion B: Synthesizing

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

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student communicates interdisciplinary understanding with little structure, clarity or coherence.
3-4	The student communicates interdisciplinary understanding with some organization and coherence, recognizing appropriate forms or media

	The student lists sources.
5-6	The student communicates interdisciplinary understanding that is generally organized, clear and coherent, beginning to use selected forms or media effectively The student documents relevant sources using a recognized convention.
7-8	The student communicates interdisciplinary understanding that is consistently well structured, clear and coherent, using selected forms or media effectively The student Consistently documents well-chosen sources using a recognized convention.

Criterion D: Reflecting

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student demonstrates limited reflection on his or her development of interdisciplinary understanding The student describes superficially the limitations or benefits of disciplinary and interdisciplinary knowledge in specific situations.
3-4	The student demonstrates adequate reflection on his or her development of interdisciplinary understanding. The student describes some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.
5-6	The student demonstrates significant reflection on his or her development of interdisciplinary understanding The student explains the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.
7-8	The student demonstrates thorough and nuanced reflection on his or her development of interdisciplinary understanding The student evaluates thoroughly and with sophistication the limitations and benefits of disciplinary and interdisciplinary knowledge and ways of knowing 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.
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