

Assessment Booklet

Year 8 2017



“Education is the most powerful weapon which you can use to change the world.” ~ Nelson Mandela

Name:

House Group:



Developing engaged global citizens aspiring to excellence, demonstrating integrity and valuing difference.

YEAR 8 ASSESSMENT – 2017

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IMPORTANT NOTICE TO STUDENTS

This booklet is vitally important to you as it contains ALL assessment, exam and test dates for ALL subjects offered at your particular year level.

- Please download the electronic version of this booklet onto your desktop OR print out relevant pages.
- Transfer/copy all relevant dates into your student diary.
- Look ahead and use these details to plan for assignments, exams and tests.

PLEASE NOTE:

- Semester One exams begin in May and Semester Two exams in November.
- Due dates of assignments will not be altered unless under exceptional circumstances.
- You should always expect to receive your assignment sheets on the stated date.
- You should always expect to have your tests on the stated dates.
- **Extensions for Year 7 to 10 students are only granted by the Dean of Middle Years, Mrs Michele Sauer.**



Mrs Michele Sauer
Dean of Middle Years



Dr Michael Brohier
Deputy Headmaster

KEY ACADEMIC STAFF IN THE SENIOR SCHOOL

In the Senior School, Dean of Studies Mrs Karen Crowley is available to answer questions about subject choices, the Queensland Core Skills Test, career options, and tertiary entrance paths. Your Heads of Department and Assistant Heads of Department for all Senior subjects are also listed below.



Mr Ash Abdou
Head of Department -
Mathematics



Mr Wally Brodar
Assistant Head of
Department -
Mathematics



Mrs Luisa Ciappara
Assistant Head of
Department -
Foreign Languages



Mr Damien Coleman
Head of Department -
Philosophy, Business
and Humanities



Mrs Karen Crowley
Dean of Studies



Mrs Anna D'Arcy
Assistant Head of
Department -
Performing Arts



Mr Paul Evans
Assistant Head of
Department -
Philosophy, Business
and Humanities



Mr David Goodburn
Head of Department -
English



Dr Scott Ham
Head of Department -
Foreign Languages



Mr Damien Healy
Assistant Head of
Department -
Health and Physical
Education



Mrs Elly Lynch
Assistant Head of
Department - Science



Mrs Karen Mackie
Assistant Head of
Department - English



Mrs Selena Muscat
Assistant Head of
Department - Design



Mr Dallas O'Brien
Head of Department -
Design



Mrs Sue Roberts
Head of Department -
Performing Arts



Mr Stephen Walther
IB Diploma Coordinator,
Global Thinking



Mrs Christine Wylie
Head of Department -
Science

WELCOME MESSAGE – ACADEMIC CAPTAINS

Welcome to Somerset College.

The assessment booklet will be the official guide for your academic studies at Somerset College. The booklet's primary purpose is to assist students with their academic studies. It contains assessment due dates, a guide to Harvard Referencing and the College's plagiarism policy. We highly recommend that you enter all assessment dates into your College diary, phone calendar, yearly planner or whichever system you use to organise your school year.

It is essential that time is managed effectively (don't leave work to the last minute!). If you have trouble understanding something, don't be afraid to ask someone. You also need to have a healthy and balanced lifestyle, which includes time for school, yourself and others.

If you are in Years 7 to 11, now is the time to find out what learning method works for you. While academic success is important in these years, it is also vitally important that you understand how to study effectively in preparation for your final year of school. For Year 12 students, it is your final year. Best of luck and don't forget to enjoy the experience.

As said by Malcolm Forbes, *'The purpose of education is to replace an empty mind with an open one.'* In 2017, we encourage you to approach your studies as a way to expand your knowledge and increase your understanding of the world.

Learning isn't just a process of ticking boxes on a curriculum or course outline – it's about exploration, enrichment and personal growth. We encourage you to do the best that you can do.

If you need help regarding your studies or College life, feel free to come and talk to your Academic Captains. Best of luck to all students for 2017.



Jina Hong
2017 Academic Captain



Nalin Batra
2017 Academic Captain

"Live as if you were to die tomorrow. Learn as if you were to live forever."
~ Mahatma Gandhi

THE IB LEARNER PROFILE

The **Learner Profile** is an integral part of an IB Education and is reflected in all three programmes (PYP, MYP and Diploma).

The profile is not intended as a profile of a perfect student, rather it is a guide for all students to use as they strive to become successful lifelong learners. The College encourages students to...

Strive to be ...

- inquirers
- thinkers
- communicators
- risk-takers

Who are ...

- knowledgeable
- principled
- open-minded
- caring
- balanced
- reflective

**Make the profile part of the way you approach
not only your study but also your daily life.**



THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME AT SOMERSET COLLEGE

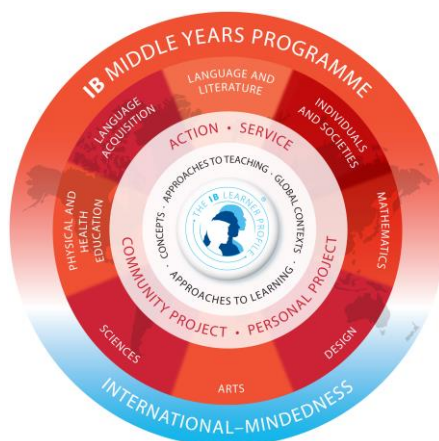
INTRODUCTION

In 2004, Somerset College embarked on an exciting initiative by adopting the *International Baccalaureate Middle Years Programme (MYP)* as the curriculum framework for students in Year 6. This means that all students currently in Years 6 to 10 are studying an international curriculum which also reflects our College and National curriculum requirements. In 2010 and 2015, the programme underwent evaluation which involved a curriculum audit and inspection by representatives from the IBO.

The IB MYP also shares much of the philosophy of the International Baccalaureate Diploma Programme, which operates as a senior school option at Years 11 and 12 at Somerset College.

THE MYP CURRICULUM

The MYP curriculum model is one based on a thorough involvement in each of the eight subject areas identified in the model below, including the study of a second language.



The following eight subject areas are studied in some form throughout the five years of the MYP:

- Language and Literature
- Language Acquisition (French, German or Japanese)
- Individuals and Societies
- Sciences
- Mathematics
- Physical and Health Education
- Arts (Visual Arts and Performing Arts)
- Design

THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME AT SOMERSET COLLEGE

The model is unique in that it encourages disciplinary and interdisciplinary learning in context. This allows students to explore multiple dimensions of global challenges and encourages them to develop creative solutions. Subjects may use the **broad contexts** below as a common entry point into unit inquiries. Through such contexts students examine perspective, address bias, examine international understanding, develop critical and conceptual thinking and explore concepts of our common humanity and shared guardianship of the planet.

The Common Broad Interdisciplinary Contexts are:

1. **Identities and Relationships** - Who am I? Who are we?
2. **Fairness and Development** – What are the consequences of our common humanity?
3. **Globalisation and Sustainability** – How is everything connected?
4. **Orientation in Space and Time** – What is the meaning of “where and “when”?
5. **Personal and Cultural Expression** – What is the nature and purpose of creative expression?
6. **Scientific and Technical Innovation** - How do we understand the world in which we live in?

Students in their final year of the MYP (Year 10) complete a major self-directed project called the ‘Personal Project’ which is researched and developed in conjunction with a staff member acting as a mentor.

PURPOSE OF THIS GUIDE

This guide is primarily designed to act as a **point of reference for students and parents** in Years 7 to 10 at Somerset College in understanding both subject outlines and the assessment principles and practices associated with the *IB Middle Years Programme (MYP)*.

Teaching methodologies and assessment employed at Somerset College have evolved to reflect both IBO requirements and excellence in the middle years of schooling. These courses also meet the requirements of the Queensland Government and the Australian Curriculum.

The course outlines provided in the booklet give an overview of all subjects, detailing information about the course, units to be studied and assessment to be completed throughout the year. Staff are happy to discuss any aspects of the course with both students and parents, if you would like any further information.

The emphasis on assessment in the Middle Years is on utilising assessment as a tool to objectively and constructively give students information on their performance against a set of criteria prescribed to the task/subject. The levels of achievement in each criterion provide students with a scaffold on which to further develop their skills.

ASSESSMENT IN THE MIDDLE YEARS PROGRAMME

- As a requirement of the IBO, assessment in the MYP is criterion referenced, which means that teachers measure student attainment against specified criteria.
- At the end of each semester, each student receives a final criterion score, a subject total out of 32 and a grade for each of the eight subject areas.
- The objectives which are to be assessed in any task are made explicit to the students in class at the time the task is given. Task specific descriptors make it clear to all students, expectations for each assessment piece.
- Feedback on assessment is made available to students either at the time of the assessment, or as soon as possible afterwards.

CRITERIA AND ACHIEVEMENT LEVELS

- Each of the eight subject areas detailed on the following pages have four criterion specific to their subject. These form the basis of assessment in that subject. Each of these criteria has associated with it levels of achievement and associated descriptors by which the student's work is assessed.
- Teachers will set tasks to address one or more criteria and will assess students against the relevant criteria by matching the student's performance against the descriptor that best reflects the performance of the student. To further assist students, the generic descriptors will be clarified with accompanying task specific descriptors. Task specific descriptors make expectations clear and transparent.
- Most criteria identify two levels against each descriptor to discriminate between higher and lower levels of attainment in each level.
- Each Semester, for Reports, teachers establish a final grade based on the levels achieved for subject criteria. Teachers use these to guide them in the final selection of a General Grade Descriptor to ensure it is an appropriate reflection of the student's achievement. Grades are selected based on International Grade Boundaries. These are as follows:

Grade Boundary	1 - 5	6 - 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32
Grade	1	2	3	4	5	6	7

GENERAL GRADE DESCRIPTORS

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group. Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	1–5	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.

* At Somerset College, students who are awarded a “4” grade in their learning are defined as meeting the requirements of the Australian Curriculum achievement standard. The descriptors and criteria published in this guide maintain the international standard to which all MYP schools adhere. If you would like to discuss any aspect of the MYP assessment criteria please contact the Dean of Middle Years or your child’s class teacher.

Finally, we wish our students well in their studies and know that if they are prepared to be committed and enthusiastic in their approach, success will naturally follow.

If you have any questions regarding Assessment in the Middle Years, please feel free to contact **Mrs Michele Sauer, Dean of Middle Years**, by email msauer@somerset.qld.edu or by phone 07 5559 7100.

STUDY SKILLS

Success is 1% inspiration and 99% perspiration. All students are different and will wish to study in different ways.

However, there are three important ingredients you will need in order to maximise your best effort. **They are: motivation, self-discipline and organisational skills.**

It has been proved that organised students do better than disorganised students. You do not have to be academically brilliant.

HERE ARE SOME TIPS TO ASSIST YOU:

1. **GOALS** - set yourself some goals.
2. **CLASSROOM – LISTEN CAREFULLY** as teachers give ideas; they tell you what is important and therefore what will be tested. **TAKE NOTES** as this will help keep you alert and you have a record. Ask questions when you do not understand.
3. **HOMEWORK** – complete work set by your teachers; revise work done that day; continue assignment work; do some general reading and **REVISE, REVISE, REVISE.**
4. **STUDY ENVIRONMENT** – you need a chair, good light, a calendar and no noise interference.
5. **TIME ORGANISATION** – you need to balance time so that you obtain sufficient sleep, sufficient time for physical and social activities, family time and study time. Good study techniques actually save you time in the long term!
6. **STUDENT DIARY** – this needs to accompany you to and from school as well as to every class. All information regarding homework should be in this book.
7. **STUDY TIMETABLES** – will be given out before exams; use them effectively.

SENIOR SCHOOL ASSESSMENT POLICY

STATEMENT OF INTENT

This Senior School Assessment Policy details procedures to be followed for:

1. Tests/Examinations
2. Assessment tasks other than examinations
3. Late and non-submission of assessment items
4. Academic Honesty
5. ESL students and students with documented learning difficulties.

RELEVANT LEGISLATION AND POLICY (Years 11 and 12 OP Course)

- Late and non-submission of student responses to assessment instruments in Authority subjects and Authority-registered subjects – http://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf (page 5)
- Special Provisions for school based assessments in Authority subjects and Authority-registered subjects http://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf (page 7)
- Assessment: Policy and Guidelines; Subject area syllabus documents.

PRINCIPLES FOR ASSESSMENT TASKS

The following principles will inform Somerset College policy:

1. Evidence about student achievement will be gathered in a continuous process throughout the course of the teaching, learning and assessment program.
2. Expectations of assessment instruments and due dates will be made clear to teachers, students and their parents/guardians.
3. Procedures will be enacted consistently across subjects within the school in a fair and equitable manner.
4. Processes will be put in place by the College to intervene in order to avoid cases of late and non-submission.

Judgments of student responses will only be made:

1. Where there is student work to match with syllabus standards descriptors
2. Using syllabus standards / Diploma criteria/ MYP criteria
3. Based on evidence available on or before the due date

In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence. http://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf.

“You can never be overdressed or overeducated” ~ Oscar Wilde

SENIOR SCHOOL ASSESSMENT POLICY

RESPONSIBILITIES OF STAKE HOLDERS TOWARDS ASSESSMENT AT SOMERSET COLLEGE

College Responsibilities

- Publish all assessment dates on the Somerset College calendar;
- Provide students with assessment instruments in an appropriate time frame;
- Provide feedback to students on assessment tasks in a timely manner;
- Enact procedures which make sure that a consistency of standards is kept in the marking of assessment instruments;
- Inform parent/guardian in a timely manner when students do not meet their responsibilities as outlined below.

Student Responsibilities

- Do their very best job on all assessment tasks;
- Ensure all assessment tasks submitted are their original work;
- Use the College Reference Policy;
- Present a draft/progress check to teachers for each assessment (other than tests/examinations);
- Submit all assessment tasks (other than tests/examinations) by the due date via 'Turnitin' and in hard copy;
- Complete a 'Missed Test/ Examination' form (Appendix A) or 'Application for Extension – Assessment Other Than Examination/Test' form (Appendix B) prior to the due date and submit to the Deputy Headmaster or Dean of Middle Years, providing support documentation to validate the extension.

Parent/Guardian Responsibilities

- Encourage students to be present for all tests/examinations and to submit all drafts and final assessment instruments by the due date;
- Inform the appropriate staff of any difficulties concerning the completion of assessment items and provide documentary evidence.

PROCEDURE FOR MISSED TESTS/EXAMINATIONS

1. Parent/Guardian advises Deputy Headmaster of absence at the earliest opportunity. Advice is given that documentary evidence is needed.
2. Student completes a missed test/examination form (available in School Box) at the earliest opportunity, attaches documentary evidence and hands same to Deputy Headmaster (Years 11 and 12) or Dean of Middle Years (Years 7 to 10) on the day of return to College.
3. Students sit for the test/examination as soon as they return to school or if during a Block Examination at the earliest opportunity in the Block session.
4. Deputy Headmaster submits to Administrator of Academic Services to place on student file.

*“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”
~ Robert Frost*

SENIOR SCHOOL ASSESSMENT POLICY

PROCEDURE FOR ASSESSMENT ITEMS OTHER THAN TESTS/EXAMINATIONS (Relevant for Years 11 and 12 OP)

Fairness to all students and the integrity levels of achievement reported for senior certification requires that no student be exempted from meeting the mandatory requirements of a syllabus for Authority and Authority-registered subjects (Years 11 and 12). The judgment of a student's achievement for an area of learning is informed by what a student knows and can demonstrate.

If, through non-submission of assessment, a student does not provide this evidence, a judgment cannot be made. For frequent non-submission of assessment tasks a student has not met the mandatory requirements of the syllabus and the student and the QCAA must be notified that no result for that subject will appear on the Senior Statement.

Where mandatory requirements have been met yet the assessment requirements outlined in the syllabus for awarding exit levels of achievement are incomplete, a student may still receive a level of achievement but consideration may be given to the number of semesters of credit awarded by the College for the course of study.

In cases where students do not submit a response to an assessment instrument by the due date, judgments will be made using evidence available on or before the due date.

DUE DATE (Years 7 to 12 MYP/ QCAA/ DIPLOMA)

Timely submission of assessments is essential. **Timely submission of assessment is considered to be by 8.00am on the day it is due by electronic submission via 'Turnitin'**. A hard copy will be due in class on the due date or if there is no class then handed to the teacher before school. The work (even if incomplete) will be marked, commented upon, and credited towards the student's semester result.

As a first step, a Progress Check or Draft is compulsory for all items of work. Each subject will give students clear due dates for the draft. This draft is important, as it will serve as the final piece of work if a student should fail to hand in their final copy. Non submission of progress checks or drafts will mean that parents will be notified by email.

For predominantly non-written pieces of assessment, e.g. orals and multi modals, the due date for written support material to be submitted to 'Turnitin' will also be 8.00am on the first day of presentation with all hard copies due on the first day of presentation. Unless otherwise organized by the class teacher, students must be ready for presentation in class on the due date.

"When you know better you do better" ~ Maya Angelou

SENIOR SCHOOL ASSESSMENT POLICY

REQUEST FOR AN EXTENSION OF TIME TO COMPLETE AN ASSESSMENT TASK (Relevant for Years 7 to 12 MYP/OP/Diploma)

An extension of time to complete an assessment task will be granted *only* in cases of genuine *prolonged illness* or *exceptional circumstances*. Parents/Guardians who believe that their student/child has a case for an extension of time should get their student/child to apply to the Deputy Headmaster/Dean of Middle Years *prior* to the due date to discuss relevant circumstances.

Acceptable evidence, supported by documentation, must be presented to the Deputy Headmaster and be accompanied by a completed 'Application for Extension – Assessment other than Examination/Test' form (Appendix B). Students should be able to provide evidence of work done to that point in time.

Each case will be considered on its merit. The Deputy Headmaster/Dean of Middle Years (or the Dean of Studies, in the absence of either one of the previous persons), in consultation with the appropriate Head of Department, are the only persons authorised by the Headmaster to give an extension. The class teacher may also be asked to provide a relevant comment on the appropriateness of granting the extension.

STEPS FOR REQUESTING EXTENSION FOR ASSESSMENT

1. Student requests extension by downloading (from School Box) and completing an Application for Extension – Assessment other than Examination Form and attaching evidence of reason for extension and evidence of work done to that point in time;
2. Student takes form to Subject teacher for input;
3. Student takes form to Head of Department;
4. Student submits form to the Deputy Headmaster (Year 11 and 12), The Dean of Middle Years (Years 7-10) or The Dean of Studies if either one is not available, for verification;
5. Deputy Headmaster submits to Administrator – Academic Services to place on student file for purposes of record keeping.

ASSESSMENT TASK SUBMITTED LATE WITHOUT EXTENSION APPROVAL (Relevant for Years 7 to 12 and QCAA)

When an assessment task is submitted late without an extension approval, the assessment task will be commented on, but the final result will be based on the work and/or rough draft submitted by the student during the assessment task process. An email is sent home outlining the missed assessment.

NON-SUBMISSION OF AN ASSESSMENT TASK (Relevant Only For Years 11 and 12 OP)

In regard to non-submission of an assessment item, consideration needs to be given as to whether a level of achievement can be awarded for the semester where non-submission occurred. Students will still be required to submit the outstanding assessment item.

“Intelligence plus character - that is the goal of true education” ~ Martin Luther King Jr.

SENIOR SCHOOL ASSESSMENT POLICY

ORIGINAL WORK

All assessment tasks submitted must be the original work of the students and all references used must be acknowledged. Refer to the Somerset College Referencing Guide and the Academic Honesty Policy.

ACADEMIC HONESTY

Academic Honesty is vitally important in maintaining and growing the atmosphere of intellectual inquiry at Somerset College. Academic Honesty is a generic term which encompasses ALL breaches of unacknowledged borrowing. It is important that students are aware of breaches of Academic Honesty and the possible consequences of this. Plagiarism, one of the most common breaches of Academic Honesty, occurs when a student passes off, as the student's own work, or copies without acknowledgement as to its authorship, the work of any other person. Unacknowledged use of the work of any text, internet site, document, taped material, whether these be published authors or teachers or students, is classified as plagiarism and thus a breach of Academic Honesty. Collusion, another form of a plagiarism, occurs when a student obtains the agreement of another person for a fraudulent purpose with the intent of obtaining an advantage in submitting an assignment or other work

It is important to qualify that in most student essays, a significant portion of the information is usually derived from the work of others. Despite this, it is important to distinguish this sourced information from your own contribution to the material. In intellectual circles where ideas are the currency of exchange, it is regarded as highly improper to conceal your sources. The ideas must be sufficiently documented to allow accurate identification of the source, whether it is a book, article, or electronic source (written or oral). (*Acknowledgement – Deakin University*)

Instances of Plagiarism include:

1. Direct duplication of paragraphs, sentences, a single sentence or significant part of a sentence, by copying (or allowing to be copied) another's work. This includes copying from a book, articles, website, electronic media or another student's assignment.
2. Paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original, without acknowledging the source of the material.
3. Piecing together sections of the work of others into a new whole.
4. Submitting an assignment that has already been submitted for assessment in another subject.
5. Presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, for example, another student. (*Acknowledgements – University of Melbourne, University of New England, Deakin University*)

If a circumstance should arise that a student at the College is deemed to have plagiarised sources in his/her work, that student may be required to undergo a formal process of investigation. This process will constitute, in the first instance, attending a meeting convened by the Deputy Headmaster (for Years 11 and 12) or the Dean of Middle Years (for Years 7 to 10). Also attending this meeting will be the relevant Head of Department. The penalty to be incurred by the student will be decided on a **case by case basis**, taking into account all circumstances (perhaps some extenuating) prevailing at the time of the incident. It is important to note that the prime purpose of the penalty will be to **redirect the focus of the students and to support a learning process for life, instead of being punitive.**

“Give a girl an education and introduce her properly into the world, and ten to one but she has the means of settling well, without further expense to anybody.” ~ Jane Austen

SENIOR SCHOOL ASSESSMENT POLICY

ACADEMIC HONESTY *continued*

Consequences **may include any or some** combination of the following:

- loss of all marks or a portion of marks for that assignment
- details noted on the student's file
- submission of a new assignment
- marking of the draft for summative assessment
- counselling of the student

PROCEDURE FOR SPECIAL PROVISION OF ASSESSMENT ITEMS (Relevant for Years 11 and 12)

Students and/or parents/ guardians can apply for a special provision of reasonable educational adjustments if they consider that the student's learning or assessment has or will be seriously affected. **The grounds for special provisions include: disability, health, and compassionate reasons.**

Students and/or parents/guardians need to contact the Deputy Headmaster to arrange an interview and formally apply for Special Provision of reasonable educational adjustments. The Deputy Headmaster co-ordinates this process. **This special provision is valid for a maximum of one semester.**

In the case of the IB Diploma, special provision for examinations may be requested by the College to the IBO. This process is carried out by the Deputy Headmaster in consultation with the affected student and his/her parents.

Special provision does not exempt the students from completing or submitting assessment items.

Students who have permanent disability or chronic illness, which affect their general performance, cannot receive special treatment in the calculation of exit achievement levels. It is not possible to tell how much better students would have performed had they not incurred this circumstance. **In these cases, Year 12 students are able to apply for special consideration through QTAC (Queensland Tertiary Admission Centre) if they intend to apply for tertiary courses.** The Academic Counsellor can assist these students with this process.

PROCEDURE FOR ESL STUDENTS AND STUDENTS WITH DOCUMENTED LEARNING DIFFICULTIES

1. The principle of providing extra time for ESL eligible students and other learning support students will be maintained across the curriculum;
2. Identify eligible students who will be on the current support list
3. Provide eligible students with extra time for completion of exams. This extra time will be allocated on the basis of 10 minutes for every 60 minutes of testing, all or part of which may be used for extra perusal time or extra completion time.
4. Provide eligible students with appropriate paper-based dictionaries
5. Teachers will be made aware of which students are eligible for extra time in each class/subject area;
6. Heads of Departments and the ESL teacher will make suitable arrangements for the administration of extra time.

Eragon looked back at him, confused. "I don't understand ". "Of course you don't," said Brom impatiently. "That's why I'm teaching you and not the other way around." ~ Christopher Paolini

POLICY STATEMENT – COPYRIGHT

1. STATEMENT

Somerset College has strict guidelines in relation to copyright and plagiarism.

2. THE LAW

Copyright Act 1968 (Cth)

3. PRINCIPLES

As an educational institution the College has clear responsibilities in relation to copyright legislation. These responsibilities include:

- a) adhering to the provisions of the *Copyright Act 1968 (Cth)*
- b) notifying and informing staff and students of their responsibilities and obligations.

4. DEFINITION

Copyright protects material such as;

- Written Material
- Musical Works
- Computer Programmes
- Cinematograph Films
- Broadcasts
- Artistic Works
- Dramatic Works
- Compilations – such as directories and databases
- Sound Recordings
- Published Editions

An idea or concept, in itself, is not protected by copyright. Factual information, systems, methods or techniques, are also not protected by copyright laws.

5. IMPLEMENTATION OF THE POLICY

Using copyright material in a way that is exclusively controlled by the copyright owner, requires permission unless the copyright has expired or a special exception to infringement applies. Failure to acquire permission will usually be an infringement of copyright. Using part of the work may also be an infringement of copyright if the part is important to the piece.

Copyright can also be infringed if a teacher authorises an infringement by a student.

There are some special provisions to copyright laws that apply to educational institutions that allow material to be used without the permission of the owner if used for educational purposes.

Further information regarding these provisions can be acquired from the College's Information Services team in the Knowledge and Information Precinct, from the Copyright page on <http://library.somerset.qld.edu.au> or from www.copyright.org.au

“Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilised by education: they grow there, firm as weeds among stones.” ~ Charlotte Brontë

REFERENCING YOUR ASSIGNMENTS

Referencing, or citing, means acknowledging the sources of information and ideas you have used in an assignment. It means that whenever you write an assignment that requires you to find and use specific information you must acknowledge where you have found the information.

WHY REFERENCE?

You should not write an assignment that is made up of just general, unsupported statements. You need to use ideas and facts collected by others to support your arguments.

The referencing in your assignment shows where these ideas have come from. By using references appropriately, you will show the breadth and quality of your research and avoid plagiarism.

THE 'RULES' OF REFERENCING

There are **three main rules** of referencing:

1. A reference must be included every time you use someone else's ideas or information.
2. A reference must be included when you:
 - **paraphrase** (express someone else's unique idea in your own words)
 - **quote** (express someone else's ideas in their exact words)
 - **copy** (reproduce a diagram, graph or table from someone else's work).
3. Each reference must appear in two places:
 - **in the text** of your assignment each time it is used (the in-text reference)
 - **on the last page** of your report in a more detailed summary of sources used called a **Bibliography**.

There are different ways of doing this but at Somerset College you are expected to use the **Harvard system of referencing**.

THE HARVARD REFERENCING SYSTEM

In this referencing system each source of information must be:

- shown each time you use it **in the text** of your assignment (the in-text reference)
AND
- listed once **in the Bibliography** at the end of your assignment.

THE IN-TEXT REFERENCE

When you cite (identify) references in the text of your assignment you must include:

- either the **author's or editor's surname (family name)** or the organisation responsible. Do not include given (Christian) names or initials
- the **year of publication**
- **page number/s** if appropriate and where available.

For example:

Up to 30% of school students get insufficient sleep to maintain optimum intellectual functioning. (Johnston, 2003, p.45)

OR

In his studies of school students Johnston (2003, p.45) found that 30% of school students got insufficient sleep to maintain optimum intellectual functioning.

OR

"Of the 250 students studied 30% showed tiredness induced impairment when asked to complete the more complex tasks." (Johnston, 2003, p.45)

You need to use In-text Referencing when you:

- use a direct quote from an original source.
- summarise an idea from a particular page.
- copy tables or figures, or provide particular details like a date.

EXAMPLES OF REFERENCING USING HARVARD

BOOKS

Basic format for books: author's family name, Initial/s year, *title of book*, publisher, place of publication.

Example	Setting out your in-text reference	The entry in the Bibliography
Book with single author	Escritt (2000) argues that Pollock caused this... OR Pollock's caused this. (Escritt 2000, p.3)	Escritt, S 2000, <i>Art nouveau</i> , Phaidon, London.
Book with more than 2 authors	As suggested by Sandler et al. (1995, p.14) ...	Sandler, MP, Patton, JA, Coleman, RE, Gottschalk, A, Wackers, FJ and Hoffere, PB 1995, <i>Diagnostic nuclear medicine</i> , Williams and Wilkins, Baltimore
2nd or later edition of a book	Several characteristics support this (Derham 2001, p.46) and ...	Derham, F 2001, <i>Art for the child under seven</i> , 7 th edn, Australian Early Childhood Association, Watson, ACT.
Encyclopedia or Dictionary - no author	<i>The Hutchinson encyclopaedia</i> (2001, p.231) defines ethics as ...	Anon. 2001, <i>Hutchinson Encyclopaedia of the 20th Century</i> , Oxford University Press, Oxford.
Document on the Web	This is clarified by des Jardins (1998, p.1) who identifies was clearly the most successful (de Jardins 1998, p.1) Page number gained by going to "Print-Preview" under File menu)	des Jardins, M 1998, <i>How to succeed in postgraduate study</i> , Applied Ecology Research Group, University of Canberra, viewed 26 April 2001, < http://aerg.canberra.edu.au/jardins/t.htm >
Document on Web with no author	An overview of lung cancer was provided in <i>Lung Cancer</i> (2009) and ... This significantly heightened the rise of Cancer developing. (Anon, www.health, p.3)	Anon. 2004, <i>Lung Cancer.</i> , msn Health, viewed 12 June 2009, < http://content.health.msn.com/condition >
Newspaper article (with author)	As Ionesco described (2001) in his article ... OR ... was at 46% (Advertiser 2001, p.10)	Ionesco, J 2001, 'Federal election: new Chipp in politics', <i>Advertiser</i> 23 October, p.10. Note: An initial 'the' in English language newspaper titles is omitted
Newspaper article (no author)	... was claimed in the Advertiser (23 October 2008, p.10)	<i>Advertiser</i> 2008, 'Federal election: new Chipp in politics', 23 October, p.10

NOTE: There are very good pamphlets available at the borrowing desk in the school library to help you correctly set out both your referencing and bibliography.

THE BIBLIOGRAPHY

When you set out your Bibliography you need to ensure that it:

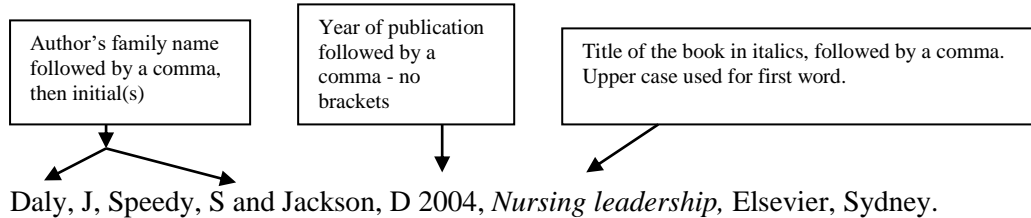
- is arranged alphabetically by author's family name
- is a single list - books, journal articles and electronic sources are listed together (not separated)
- includes the full details of your in-text references (author, date, title, publishing details)

It is not necessary for you to list everything that you may have read, just those you have used.

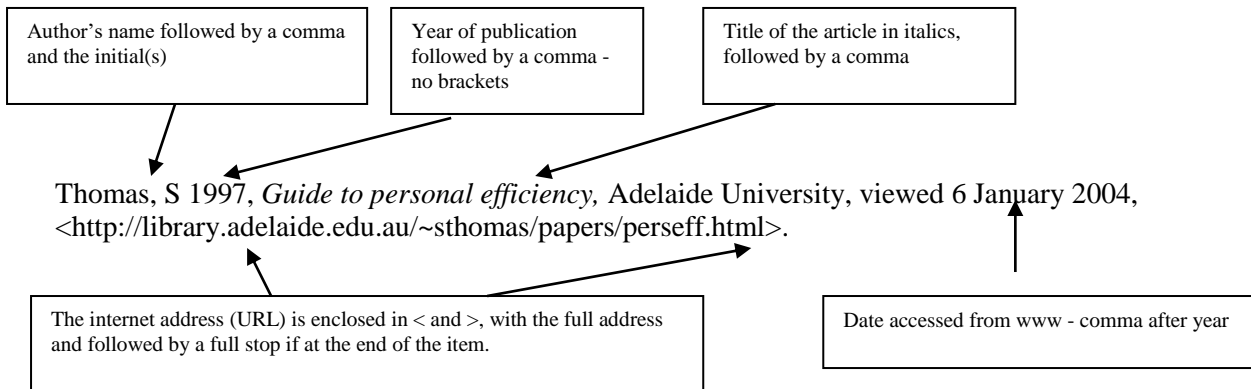
A MODEL OF YOUR BIBLIOGRAPHY

Book Source:

The main elements required for a book are set out in this order:
author, date, *title*, publisher, place of publication



Electronic Source:



Source:

Anon, **University of South Australia. Style manual for Authors, Editors and printers, 2002.**
<http://www.library.unisa.edu.au/> Accessed 2/11/09

REFERENCING USING THE HARVARD AUTHOR-DATE SYSTEM
can be viewed in full by going to
<https://lo.unisa.edu.au/course/view.php?id=3839>

YEAR 8 ASSESSMENT DATES

for 2017

“The mind is not a vessel to be filled, but a fire to be kindled.” ~ Plutarch

SUBJECT	ASSIGNMENT ITEM	TYPE OF ASSESSMENT i.e. in class, oral, practical, research, essay	DATE ISSUED	DATE DUE
MADD: DESIGN – VISUAL ART	Semester One Criterion A	Documented Research	01.02.17	16.02.17
	Semester One Criterion B	Developmental work	01.02.17	13.03.17
	Semester One Criterion C	Resolved Designs	01.02.17	08.05.17
	Semester One Criterion D	Evaluation	01.02.17	15.05.17
	Semester Two Criterion A	Documented Research	30.05.17	18.07.17
	Semester Two Criterion B	Developmental work	30.05.17	27.08.17
	Semester Two Criterion C	Resolved Designs	30.05.17	07.09.17
	Semester Two Criterion D	Evaluation	30.05.17	12.09.17
INDIVIDUALS AND SOCIETIES	Class test (Cr A, C and D)	Skills Test	14.02.17	14.02.17
	Research Skills Ex (Cr B and C)	Research task	06.03.17	24.04.17
	Semester 1 Exam	Examination		WB 15.05.17
	Field Trip Report	Report	Excursion 26.07.17	16.08.17
	Research Essay	Essay Test	WB 21.08.17	12.09.17
	Sem. 2 Exam	Examination		WB 06.11.17
LANGUAGE AND LITERATURE	<i>The Giver</i>	Imaginative Written Task	20.02.17	27.03.17
	Semester 1 Examination	Written Speech		Semester 1 Exams
	<i>Living with Lady Macbeth</i>	Drama Performance and Script	01.06.17	18.07.17
	Picture Book 1	Review	27.07.17	05.09.17
	Semester 2 Examination	Analytical Essay		Semester 2 Exams
LANGUAGE ACQUISITION: FRENCH	Listening Test	In Class Test		03.03.17
	Interactive Oral	Oral	24.02.17	06.03.17
	Reading Examination	Examination		Semester 1 Exams
	Writing Examination	Examination		Semester 1 Exams
	Listening Test	In Class Test		18.08.17
	Interactive Oral	Oral	14.08.17	21.08.17
	Reading Examination	Examination		Semester 2 Exams
	Writing Examination	Examination		Semester 2 Exams
LANGUAGE ACQUISITION: GERMAN	Listening Test	In Class Test		03.03.17
	Reading Test	In Class Test		06.03.17
	Interactive Oral	Oral	28.04.17	08.05.17
	Writing Examination	Examination		Semester 1 Exams
	Listening Test	In Class Test		21.08.17
	Reading Test	In Class Test		11.09.17
	Interactive Oral	Oral		13.10.17
	Writing Examination	Examination		Semester 2 Exams
LANGUAGE ACQUISITION: JAPANESE	Interactive Oral	Oral	02.02.17	27.02.17
	Listening Test	In Class Test		10.03.17
	Reading Examination	Examination		Semester 1 Exams
	Writing Examination	Examination		Semester 1 Exams
	Interactive Oral	Oral	09.06.17	28.07.17
	Listening Test	In Class Test		23.08.17
	Reading Examination	Examination		Semester 2 Exams
	Writing Examination	Examination		Semester 2 Exams

SUBJECT	ASSIGNMENT ITEM	TYPE OF ASSESSMENT i.e. in class, oral, practical, research, essay	DATE ISSUED	DATE DUE
MADD: DRAMA	Script Writing	Individual Written (Progress Check)	06.02.17	13.03.17
	Script Writing	Individual Written	06.02.17	08.05.17
	Performance	Individual Performance	06.02.17	08.05.17
	Arts Process Journal	Individual Written (Progress Check)	06.02.17	24.04.17
	Arts Process Journal	Individual Written	06.02.17	11.05.17
	Script Writing	Individual Written (Progress Check)	12.06.17	31.07.17
	Script Writing	Individual Written	11.07.17	04.09.17
	Performance	Individual Performance	11.07.17	04.09.17
	Arts Process Journal	Individual Written (Progress Check)	12.06.17	07.08.17
	Arts Process Journal	Individual Written	11.07.17	11.09.17
MADD: MUSIC	Composition	Assignment	27.02.17	11.05.17
	Performance	Practical	30.01.17	06.03.17
	Reflection	Reflection on Practical Performance	30.01.17	09.03.17
	Composition	Assignment	17.07.17	11.09.17
	Performance	Practical	05.06.17	31.07.17
	Reflection	Reflection on Practical Performance	05.06.17	03.08.17
	Group task (IDU)	Practical	04.10.17	26.10.17
	Journal (IDU)	Compilation of unit's work	04.10.17	26.10.17
MADD: DESIGN Group 1	App Development	Inquire and Analyse	23.01.17	17.02.17
	App Development	Develop Ideas	23.01.17	13.03.17
	App Development	Creating the Solution	23.01.17	27.04.17
	App Development	Evaluating	23.01.17	15.05.17
Group 2	App Development	Inquire and Analyse	29.05.17	12.07.17
	App Development	Develop Ideas	29.05.17	01.08.17
	App Development	Creating the Solution	29.05.17	24.08.17
	App Development	Evaluating	29.05.17	12.09.17
MADD: INTERDISCIPLIN ARY UNIT	Assignment		03.10.17	27.10.17
MATHEMATICS	Mathematical Investigation	In Class	13.02.17	13.02.17
	Assignment	Assignment	31.01.17	23.02.17
	Maths Mate Test	In Class Test	19.04.17	19.04.17
	Semester 1 Examination	Examination		Semester 1 Exams
	Mathematical Investigation	In Class	19.07.17	19.07.17
	ICAS Mathematics Competition	In Class	15.08.17	15.08.17
	Life-Related Task	In Class	02.08.17	02.08.17
	Maths Mate Test	In Class Test	11.10.17	11.10.17
	Semester 2 Examination	Examination		Semester 2 Exams

SUBJECT	ASSIGNMENT ITEM	TYPE OF ASSESSMENT i.e. in class, oral, practical, research, essay	DATE ISSUED	DATE DUE
PHYSICAL AND HEALTH EDUCATION	Cross-Country	Practical Assessment	18.04.17	18.04.17
	Self-Management in Swimming:	Practical Assessment	27.03.17	08.05.17
	Theory Student Workbook (Semester 1)	Submission of class workbook (Chapters 9 and 5)	23.01.17	15.05.17
	Semester One Examination	Theory Examination (Chapters 9 and 5)	23.01.17	15.05.17
	Decision Making in Basketball	Practical Assessment	29.05.17	24.07.17
	Relationships: Collaboration in Jump Rope:	Practical Assessment of skills and group routine	31.07.17	11.09.17
	Cardio Tennis: Skills assessment	Practical Assessment	02.10.17	30.10.17
	Theory Student Workbook (Semester 2)	Submission of class workbook (Chapters 6 and 1)	29.05.17	30.10.17
	Semester Two Examination	Theory Examination (Chapters 6 and 1)	29.05.17	30.10.17
SCIENCES	Semester 1 Investigation	Experimental Investigation (in class)	13.02.17	20.02.17
	Semester 1 Research Assignment	Written Assignment	23.02.17	19.04.17
	Semester 1 Examination	Examination	18.05.17	24.05.17
	Semester 2 Research Assignment	Written Assignment	06.06.17	01.08.17
	Semester 2 Investigation	Experimental Investigation (in class)	07.08.17	18.08.17
	Semester 2 Examination	Examination	02.11.17	08.11.17

**YEAR 8 COURSE OUTLINES AND ASSESSMENT PLANS
for 2017**

Students and parents please note:

The following pages provide course outlines and
assessment outlines of all subjects offered.

*“The educated differ from the uneducated as much as the living differ from the dead.”
~ Aristotle*

IB MYP YEAR 8 – MADD: MUSIC

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	The intended audience influences the decisions made regarding the form of communication	Communication Audience	Personal and Cultural Expression	In this unit, students will look at the use of music as part of commercials. They will discover the use of catchy choruses, strong hooks and memorable melodies that can make or break the spot, the campaign and even the brand. They will find out why music is the first part of a concept or treatment, how it can inspire the logo, visuals and message of a campaign. Students will create their own advertisements and perform specially created advertising materials.	Composition (Criteria A, B and C) Due: 11.05.17 Performance (Criterion B) Due: 06.03.17 Performance Reflection (Criterion D) Due: 09.03.17
TWO	The intended audience influences the decisions made regarding the form of communication	Communication Audience	Personal and Cultural Expression	In this unit, students will look at the use of music as part of commercials. They will discover the use of catchy choruses, strong hooks and memorable melodies that can make or break the spot, the campaign and even the brand. They will find out why music is the first part of a concept or treatment, how it can inspire the logo, visuals and message of a campaign. Students will create their own advertisements and perform specially created advertising materials	Composition (Criteria A, B and C) Due: 11.09.17 Performance (Criterion B) Due: 31.07.17 Performance Reflection (Criterion D) Due: 03.08.17
TERM 4 (IDU)	Sustainability at a global level is effected by communicating change within local communities on issues that have a wide ranging influences	Communities Communication Changes	Globalization and sustainability	In this unit, students will use the skills and knowledge obtained during the first three terms of their MADD studies in Music, Art, Drama and Design, to create an advertising campaign. This campaign will feature aspects from the aforementioned disciplines.	Group Task/Journal (Criteria A, B, C and D) Due: 26.10.17

IB MYP YEAR 8 – MADD: DESIGN -VISUAL ART

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	Visual communication transcends cultural barriers.	Communication Form and Function	Personal and Cultural Expression	Students will develop an understanding of how symbolism and the psychological impact of certain elements and principles of design can be used to convey ideas that can be interpreted by people from different cultures and backgrounds.	1. Stage One Practical Work and Developmental Workbook 2. Class Test 3. Final Folio of Practical Work 4. Final Developmental Workbook and Written Evaluation
TWO	Visual communication transcends cultural barriers	Communication Form and Function	Personal and Cultural Expression	Students will develop an understanding of how symbolism and the psychological impact of certain elements and principles of design can be used to convey ideas that can be interpreted by people from different cultures and backgrounds.	1. Stage One Practical Work and Developmental Workbook 2. Class Test 3. Final Folio of Practical Work 4. Final Developmental Workbook and Written Evaluation

IB MYP – YEAR 8 – MADD: DESIGN

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	Computer games can be designed as teaching tools that invoke a student's interest and involvement.	Key: <ul style="list-style-type: none"> • Communication Related: <ul style="list-style-type: none"> • Invention • Adaptation • Form and Function 	Scientific and technical innovation. Creation of original piece of software with a target goal and audience in mind.	As a project students will research, design and create an online computer game to provide a learning experience for younger students. Are computer games an effective tool for teaching and learning? Discover how and why this may be true then learn to design and create your own computer game online.	All Criteria will be assessed: <ul style="list-style-type: none"> A. Inquiry and Analysis B. Developing Ideas C. Creating a Solution D. Evaluating
TWO	Computer games can be designed as teaching tools that invoke a student's interest and involvement.	Key: <ul style="list-style-type: none"> • Communication Related: <ul style="list-style-type: none"> • Invention • Adaptation • Form and Function 	Scientific and technical innovation. Creation of original piece of software with a target goal and audience in mind.	As a project students will research, design and create an online computer game to provide a learning experience for younger students. Are computer games an effective tool for teaching and learning? Discover how and why this may be true then learn to design and create your own computer game online.	All Criteria will be assessed: <ul style="list-style-type: none"> A. Inquiry and Analysis B. Developing Ideas C. Creating a Solution D. Evaluating

IB MYP YEAR 8 – INDIVIDUALS IN SOCIETIES

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	<p>“Developments and change, even in remote parts of the world, can have long lasting historical and cultural impacts”.</p> <p>Medieval society was structured to maintain the power of a select minority of the population, and to ensure that the majority were ‘kept in their place’.</p>	<p>Time, Place and Space Systems</p> <p>Global Interactions</p> <p>Change / Development</p> <p>Connections</p>	<p>Orientation in Space and Time</p> <p>Identities and Relationships</p> <p>Scientific and Technical Innovation</p>	<p>1. Viking Europe <i>NC History – Medieval society</i></p> <p>2. Medieval Europe <i>NC History – Medieval society</i></p>	<p>In class skills exercise 14.02.17</p> <p>Research skills exercise 24.04.17</p>
	<p>Geographical processes affecting mountain areas distinct produce patterns within the landscape.</p>		<p>Orientation in Space and Time</p>	<p>3..Mountain Environments <i>NC Geography- Landscapes</i></p> <p>4..Black Death <i>NC – Medieval society</i></p>	<p>End of Semester Exam Exam block - May</p>
TWO	<p>A disaster such as the Black Death can trigger dramatic change that can have some positive longer term impacts, depending on how a society chooses to react.</p> <p>“Culture develops as a result of the way power is exercised.”</p> <p>Cities develop and grow in distinct ways as people migrate due social and economic pressures.</p>	<p>Change</p> <p>Communities</p> <p>Global Interactions</p>	<p>Fairness and Development</p> <p>Globalisation and Sustainability</p> <p>Fairness and Development</p>	<p>1. Coastal Landscapes <i>NC Geography – # 1. Landforms and Landscapes</i></p> <p>2. Medieval Japan <i>NC – Medieval society</i></p> <p>3. City Migration <i>NC Geography – # 2. Changing Nations” – ‘Comparing Cities’</i></p>	<p>Field Trip Report Due 16.08.17</p> <p>Library Research Task Progress check - 22.08.17</p> <p>Essay - 12.09.17</p> <p>End of Semester Exam Exam block - November</p>

IB MYP YEAR 8 – LANGUAGE and LITERATURE

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	Critical readers understand that the representations evident in a novel invite them to develop particular perspectives.	Perspective Context, Character	Orientation in Space and Time	Unit 1 - Novel Study: <i>The Giver</i> by Lois Lowry	1. Imaginative Writing: Extra Chapter Written in-class WB Monday 27.03.17 (Week 10)
	Persuasive speeches use language techniques to influence audiences and bring about social change.	Communication Audience Imperatives, Purpose	Fairness and Development	Unit 2 - Articles and other resources which deal with the future	2. Semester 1 Examination : Comprehension, Language Use, Written Speech on the Future Due Semester 1 Examination (Weeks 5/6)
	Playwrights can enable us to reflect on our personal identity and the choices we make, through their use of dramatic conventions and stylistic choices to represent characters and key ideas.	Connections Self-Expression, Style	Identities and Relationships	Unit 3- Play Study: <i>Living with Lady Macbeth</i>	3. Dramatic Performance (with written script) Due Tuesday 18.07.17 (Week 2)
TWO	Authors and illustrators of children’s picture books use specific techniques to communicate values and influence their intended reading audience.	Creativity Genres, Theme	Personal and Cultural Expression	Unit 4 - Picture Book Unit	4. Picture Book Review Due Tuesday 05.09.17 (Week 9)
	The relationships between characters in a novel influence readers’ interpretation of the novel’s message.	Connections Point Of View, Character	Identities and Relationships	Unit 5 - Novel Study: <i>Goodnight Mister Tom</i> by Michelle Magorian	5. Semester 2 Examination : Comprehension, Language Use, Analytical Essay Due Semester 2 Examination (Weeks 5/6)

A number of Approaches to Learning are a continuous part of English teaching practice. These include: taking notes in class, developing good study habits, becoming active listeners, asking and answering pertinent questions, writing in a variety of forms, improving vocabulary, reflecting critically about your own work and that of your peers, setting goals and solving problems, developing interpersonal skills. Grammar, punctuation and spelling are taught explicitly throughout the year.

IB MYP YEAR 8 – LANGUAGE ACQUISITION: FRENCH

Phase 2/3

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	The choices we make about our personal appearance affect our lifestyle, influencing our personal expression and identity.	Identity	Personal and Cultural Expression	Fashion (Unit 1 Text) <ul style="list-style-type: none"> • Fashion Design Houses • Items Of Clothing • Buying Clothes Role Play Fashion Parade <ul style="list-style-type: none"> • Vocab/ Clothing Items 	Speaking Test (In Class) (Criteria C and D) Listening (In Class) (Criterion A)
	Within any given structure or space, architectural form influences an individual's orientation in space and time	Time, place and space	Orientation in Space and Time	House Design (Unit 2 Text) <ul style="list-style-type: none"> • Rooms In A House • House Plans • Nationalities 	Reading (Criterion B) Writing (Criteria C and D)
TWO	Gastronomy is embedded into the rich history of francophone culture, fundamentally defining and impacting the social context that allows us to function in everyday situations.	Culture	Personal and Cultural Expression	Gastronomy (Unit 3 Text) <ul style="list-style-type: none"> • Food And Drink • Restaurants • Cafes • Culture 	Speaking Test (In Class) (Criteria C and D) Listening (In Class) (Criterion A)
	The impact that sport has on how young people communicate through physical activity make it a major force in the construction of how they forge relationships.	Communication	Identities and Relationships	(Unit 4 Text) <ul style="list-style-type: none"> • Different Sports • Outdoor Activities • Revision of Weather/Seasons 	Reading Exam (Criterion B) Writing Exam (Criteria C and D)

IB MYP YEAR 8 – LANGUAGE ACQUISITION: GERMAN

Phase 2/3

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	Certain skills are needed to understand the message and meaning of texts in a foreign language.	Culture Message Meaning	Personal and Cultural Expression	Deciphering Message and Meaning (Fashion and Style) <ul style="list-style-type: none"> • Clothes, Fashion and Trends • Personal style • Comprehension strategies 	Visual Interpretation and Listening Comprehension Test (Criterion A) Visual Interpretation and Reading Comprehension Test (Criterion B)
	Word choice plays a key role in delivering a message that is intended to promote something or persuade someone.	Culture Word choice Message	Identities and Relationships	Promoting with Purpose (Tourism) <ul style="list-style-type: none"> • Landmarks, Events and Activities • ‘Man kann’ structure • ‘Es gibt’ structure • Communication skills 	Interactive Oral (Criteria Cand D) Writing Task (Criteria C and D)
TWO	The literal meaning and underlying messages of texts can give insight into another culture and how they live.	Culture Message Meaning	Orientation in Space and Time	Reading for cultural meaning <ul style="list-style-type: none"> • Housing, Rooms and Furniture • Adjectives and Prepositions • Reading for Purpose 	Visual Interpretation and Listening Comprehension Test (Criterion A) Visual Interpretation and Reading Comprehension Test (Criterion B)
	When people express themselves in different contexts (e.g. online), they usually adapt their language by following certain conventions.	Communication Conventions Message	Personal and Cultural Expression	Communicating in Context <ul style="list-style-type: none"> • Household chores • Jobs and Money • Separable verbs, Irregular verbs and Word order • Blogs, Emails and Online articles 	Interactive Oral (Criteria C and D) Writing Task (Criteria C and D)

IB MYP YEAR 8 – LANGUAGE ACQUISITION: JAPANESE

Phase 2/3

SEMESTER	STATEMENT OF INQUIRY	KEY CONCEPT/S	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	To initiate and promote introductory communication, students will learn vocabulary, script and language structures to acknowledge and describe personal details of self and others and relationships, by expressing facts and details in the Japanese language, reflecting specific cultural gestures.	Communication Message Purpose	Identities and Relationships	<ul style="list-style-type: none"> • Greetings and Self-Introduction • Classroom Items and Instructions • Hiragana script • Numbers • Family, pets, descriptors • Nationality 	<p>Comprehending spoken and visual text (Criterion A)</p> <p>Communicating in response to spoken, written and visual text (Criterion C)</p> <p>Using language in spoken and written form (Criterion D)</p>
	To highlight connections, students will learn vocabulary and language structures to identify and describe likes/dislikes for friends and themselves, by expressing facts and details in the Japanese language, reflecting specific cultural gestures.		Identities and Relationships	<ul style="list-style-type: none"> • Food and Drink • Days and frequency • Likes and dislikes • Friends 	<p>Comprehending written and visual text (Criterion B)</p> <p>Communicating in response to spoken, written and visual text (Criterion C)</p> <p>Using language in spoken and written form (Criterion D)</p>
TWO	To initiate and promote interesting communication, students will learn vocabulary and language structures to acknowledge their own interests and that of Japanese people and to describe personal details and relationships, by expressing facts and details in the Japanese language, reflecting specific cultural activities.		Personal and Cultural Expression	<ul style="list-style-type: none"> • Hobbies and activities • Interview question style for when, who, where, how • General time words and transport items 	<p>Comprehending spoken and visual text (Criterion A)</p> <p>Communicating in response to spoken, written and visual text (Criterion C)</p> <p>Using language in spoken and written form (Criterion D)</p>
	To develop and promote understanding and emitting written information to other students by acknowledging sentence structure and script as being incorporated into language learning.	Culture Content Theme	Personal and Cultural Expression	<ul style="list-style-type: none"> • School clubs • New Year Celebrations • Katakana And Kanji • Past tense/events 	<p>Comprehending written and visual text (Criterion B)</p> <p>Communicating in response to spoken, written and visual text (Criterion C)</p> <p>Using language in spoken and written form (Criterion D)</p>

IB MYP – YEAR 8 MATHEMATICS

TERM	AUSTRALIAN CURRICULUM	CONCEPTS	GLOBAL CONTEXT	CONTENT	STATEMENT OF INQUIRY	ASSESSMENT
ONE	Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies. Solve a range of problems involving rates and ratios, with and without digital technologies.	Relationships: <ul style="list-style-type: none"> • Quantity • Representation 	Identities and Relationships	Basic Number Skills: <ul style="list-style-type: none"> • Rational Numbers • Significant Figures • Ratio and Proportion (Chapters 1, 3) 	Relationships between the various representations of numbers help us to quantify the world around us.	Mathematical Investigation Week 2, Term 1 (Criterion B)
	Extend and apply the distributive law to the expansion of algebraic expressions. Factorise algebraic expressions by identifying numerical factors. Simplify algebraic expressions involving the four operations.	Relationships: <ul style="list-style-type: none"> • Generalisation • Pattern • Simplification • Equivalence 	Identities and Relationships	Algebraic Expressions: <ul style="list-style-type: none"> • Algebraic Operations • Simplifying Expressions • Factorising (Chapter 4) 	The development of patterns and relationships allows use to generalise our number system.	Assignment Week 2, Term 1 (Criteria C, D)
TWO	Investigate Pythagoras’ Theorem and its application to solving simple problems involving right angled triangles.	Form: <ul style="list-style-type: none"> • Space • Quantity • Measurement 	Fairness and Development	Pythagoras’ Theorem (Chapter 5)	Architects and Engineers must use finite resources responsibly when designing new structures.	Maths Mate Test Week 1, Term 2 (Criterion A)
	Use index notation with numbers to establish the index laws with positive indices and the zero index. Solve linear equations using algebraic techniques.	Relationships: <ul style="list-style-type: none"> • Generalisation • Pattern • Simplification • Equivalence 	Identities and Relationships	Indices (Chapter 6) Equations and Inequations (Chapter 7)	The development of patterns and relationships allows use to generalise our number system.	Semester 1 Examination Weeks 5 and 6, Term 2 (Criteria A, C)

(continued over ...)

IB MYP – YEAR 8 MATHEMATICS continued

TERM	AUSTRALIAN CURRICULUM	CONCEPTS	GLOBAL CONTEXT	CONTENT	STATEMENT OF INQUIRY	ASSESSMENT
THREE	<p>Choose appropriate units of measurement for area and volume and convert from one unit to another. Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites.</p> <p>Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area.</p> <p>Develop formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume.</p>	<p>Form:</p> <ul style="list-style-type: none"> • Space • Quantity • Measurement 	Fairness and Development	<p>Perimeter, Area And Surface Area:</p> <ul style="list-style-type: none"> • Perimeter and Area Of Sectors and Composite Figures • Surface Area Of Prisms and Composite Solids (Chapter 12) 	Architects and Engineers must use finite resources responsibly when designing new structures.	<p>Mathematical Investigation Week 2, Term 3 (Criterion B)</p> <p>ICAS Maths Competition Week 6, Term 3 (Criterion A)</p>
	<p>Investigate techniques for collecting data, including census, sampling and observation. Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes.</p> <p>Explore the variation of means and proportions of random samples drawn from the same population. Investigate the effect of individual data values, including outliers, on the mean and median.</p>	<p>Form:</p> <ul style="list-style-type: none"> • Generalisation • Representation 	Fairness and development	<p>Statistics:</p> <ul style="list-style-type: none"> • Frequency and Cumulative Frequency • Analysing Data(Chapter 13) 	Organising and representing data that we collect can help us to better understand and describe situations.	<p>Life-Related Task Week 4, Term 3 (Criteria C and D)</p>
	<p>Plot linear relationships on the Cartesian plane with and without the use of digital technologies.</p>	<p>Relationships:</p> <ul style="list-style-type: none"> • Change • Model • Pattern • Representation 	Identities and relationships	<p>Co-Ordinate Geometry:</p> <ul style="list-style-type: none"> • Straight Line Graphs and Equations (Chapter 8) 	Learning to think about algebraic models for simple relationships will help us start to develop the skills we will require to model real life relationships.	

(continued over ...)

IB MYP – YEAR 8 MATHEMATICS continued

TERM	AUSTRALIAN CURRICULUM	CONCEPTS	GLOBAL CONTEXT	CONTENT	STATEMENT OF INQUIRY	ASSESSMENT
FOUR	Solve worded linear equations using algebraic techniques.	Relationships: <ul style="list-style-type: none"> • Equivalence • Generalisation • Model • Representation 	Identities and relationships	Formulae and Problem Solving (Chapter 9)	Modelling using generalised relationships helps us to represent our world.	Maths Mate Test Week 2, Term 4 (Criterion A) Semester 2 Examination Weeks 5 and 6, Term 4 (Criteria A, C)
	Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal. Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning. Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral.	Logic: <ul style="list-style-type: none"> • Measurement • Justification 	Orientation in space and time	Geometry: <ul style="list-style-type: none"> • Parallel line angles • Angle sum, triangles, quadrilaterals (Chapter 10) • 	Logic is a powerful tool for justifying what we discover through measurement and observation.	
	Identify complementary events and use the sum of probabilities to solve problems. Describe events using language of “at least”, exclusive “or” (A or B but not both), inclusive “or” (A or B or both) and “and”. Represent events in two-way tables and Venn diagrams and solve related problems.	Relationships: <ul style="list-style-type: none"> • Change • Equivalence • Model • Justification • Patterns 	Identities and relationships	Probability: <ul style="list-style-type: none"> • Probability, Venn diagrams • (Chapter 14) 	Establishing patterns in the natural world can help in understanding relationships.	

IB MYP – YEAR 8 PHYSICAL AND HEALTH EDUCATION

SEMESTER	STATEMENT OF INQUIRY	CONCEPT	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	<p>Communication assists development and refinement.</p> <p>Self-management will allow for the best performance.</p> <p>Individuals should adapt and change for the better</p> <p>Holistic balance assists individual identity and happiness</p>	<p>Development of Sport Skills</p> <p>Self-Management in Swimming:</p> <p>Enhancing Personal Fitness :</p> <p>Positive relationships</p>	<p>Identities and relationships</p> <p>Identities and relationships</p> <p>Identities and relationships</p> <p>Identities and relationships</p>	<p>Coordination skills through team and individual sports: T-Ball, Softball, Rounders, Cricket, Ultimate Frisbee</p> <p>Students design, participate, and explain a 6 week training plan for improving their swimming performance</p> <p>Chapter 9: Enhancing personal fitness through lifelong physical activity</p> <p>Chapter 5 Positive relationships</p>	<p>(Not assessed)</p> <p>Training Program Planning for Performance (Criterion B, C and D) Due 08.05.17</p> <p>Fitness Practical Assessment (Criterion C) Due 15.05.17</p> <p>Student Workbook Semester 1 (Criterion A) Chap 9 and 5 Due 15.05.17</p> <p>Semester 1 Examination (Criterion A) Chapter 9 and 5 Due 18.05.17</p>

(Continued over.....)

IB MYP – YEAR 8 PHYSICAL AND HEALTH EDUCATION continued

SEMESTER	STATEMENT OF INQUIRY	CONCEPT	GLOBAL CONTEXT	CONTENT	ASSESSMENT
TWO	<p>Helping others creates empathy and strengthens relationships.</p> <p>Decisions have to be made!</p> <p>Collaboration strengthens a group’s ability to be creative.</p> <p>Choices will impact change.</p> <p>Energy and success are connected.</p>	<p>Relationships: Empathy in helping others</p> <p>Development: Decision Making in Basketball</p> <p>Relationships: Collaboration in Jump Rope:</p> <p>Choices in drug awareness</p> <p>Connections: Energy in Cardio-Tennis</p>	<p>Identities and relationships</p> <p>Personal and cultural expression</p> <p>Identities and relationships</p> <p>Personal and cultural expression</p> <p>Personal and cultural expression</p>	<p>Chapter 6: Think safe, act safe and be safe</p> <p>Basketball Practical Skills</p> <p>Group Routines: Planning for Performance Aesthetic Task</p> <p>Chapter 1: Get SMART about drugs!</p> <p>Cardio-Tennis Skills Assessment and Reflection Task</p>	<p>Basketball Practical Skills Assessment (Criterion C) Due 29.07.17</p> <p>Aesthetic Group Assessment Task (Criterion B, C and D) Due 11.09.17</p> <p>Student Workbook Semester 2 (Criterion A) Chap 6 and 1 Due 30.10.17</p> <p>Semester 2 Examination (Criterion A) Chapters 6 and 1. Due 02.11.17</p> <p>Cardio-Tennis Skills Assessment against task specific tennis criteria (Criterion C and D) Due 30.10.17</p>

IB MYP – YEAR 8 SCIENCES

SEMESTER	STATEMENT OF INQUIRY	CONCEPT	GLOBAL CONTEXT	CONTENT	ASSESSMENT
ONE	Models use scientific principles to represent the structure and function of systems.	Systems: Models	Scientific and Technical Innovation	Unit 1: Systems are needed with working with Scientific Data • The Scientific Method	Semester 1 Semester Investigation (Criterion B and C) 13.02.17, 20.02.17 Semester 1 Research Assignment (Criterion D) 23.02.17, 19.04.17 Semester 1 Examination (Criterion A) 18.05.17, 24.05.17
	Understanding the consequences of lifestyle choices (such as a balanced diet) and how these affect the function of the human body's systems to sustain life.	Systems: Consequences Balance Function	Identities and Relationships	Unit 2: Systems of the Human Body • Cells are the basic units of living things; they have specialised structures and functions • Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce	
	To explore the conversion and transformation from one physical state to another in the natural world using the Kinetic Particle Theory as a model to explain and predict this scientific process which may not be observable.	Change: Form Models	Scientific and Technical Innovation	Unit 3: Patterns in Substances • Differences between elements, compounds and mixtures can be described at a particle level	
TWO	From earth to the final product – scientific and technical advances enable societies to use, control and transform the natural resources of the planet.	Change: Environment Consequences	Globalisation and Sustainability Scientific and Technical Innovation	Unit 4: Global Interactions between Natural Resources and Human Impact • Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales	Semester 2 Research Assignment (Criterion D) 06.06.17, 01.08.17 Semester 2 Semester Investigation (Criterion B and C) 07.08.17, 18.08.17 Semester 2 Examination (Criterion A) 02.11.17, 08.11.17 Note: Students will also be enrolled to sit ICAS Sciences.
	Students will understand the interaction between environment, energy and change of energy states through an inquiry, investigation and examination of globalisation of energy needs and sources as well as sustainability of energy.	Systems: Models	Scientific and Technical Innovation	Unit 5: Change of State and Sustainability of Energy Resources • Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems	
	Knowledge-challenging discoveries evolve the periodic table's form to enhance its function of showing trends in the physical and chemical properties of the elements.	Relationships: Model Form	Globalisation and Sustainability	Unit 6: Models of Physical and Chemical Change • Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available • Chemical change involves substances reacting to form new substances	
	Understanding that the reproduction of a species can occur through the natural interaction of organisms and their highly specialised systems, or through scientific and technical innovation that is founded upon knowledge of the patterns and function of natural systems.	Systems: Patterns Function Interaction	Scientific and Technical Innovation	Unit 7: Systems and Functions of the Reproductive System • Cells are the basic units of living things; they have specialised structures and functions • Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce.	

IB MIDDLE YEARS PROGRAMME

2017 Subject Specific Assessment Criteria

YEAR 8 ASSESSMENT BOOKLET – SECTION 2

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THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet, and who help create a better and more peaceful world.

INTERNATIONAL BACCALAUREATE LEARNERS STRIVE TO BE:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

SO THAT THEY CAN BE:

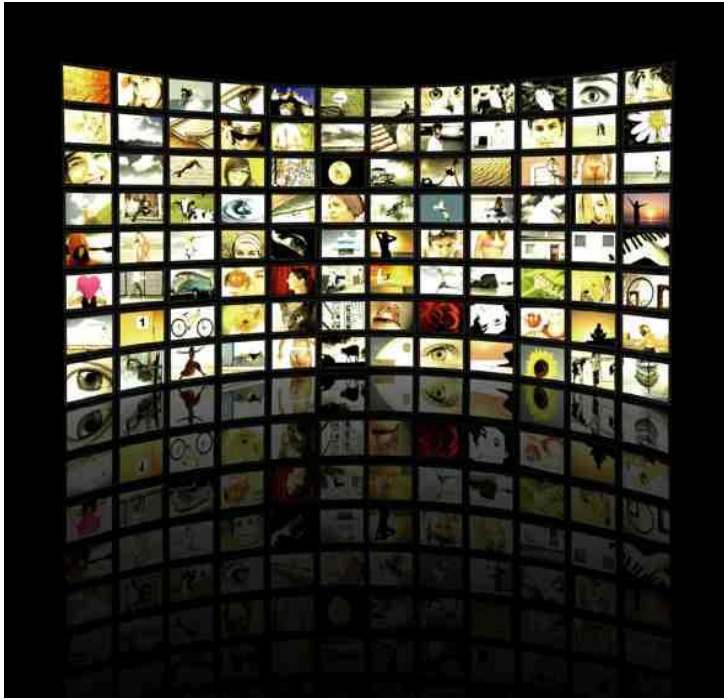
- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

ASSESSMENT IN THE IB MIDDLE YEARS PROGRAMME

- Assessment in the IBMYP is criterion-referenced which means that teachers, measure student attainment against specific criteria rather than against other individuals in the class.
- The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set.
- Feedback on assessment is made available to students either at the time of the assessment, or as soon as possible afterwards.
- Assessment task fit into one of two categories, formative or summative.
- There is no external examination in the IBMYP; the teachers at Somerset College carry out all assessment of student work. The assessment standards set by Somerset teachers are checked by both internal standardization and external monitoring. External monitoring of Somerset's assessment of student work is carried out by the International Baccalaureate Organization. Somerset College does conduct formal assessment including examinations and class tests as outlined in the year level assessment guides.

The pages which follow are the generic MYP criteria for each subject in Year 9 and 10. For each assessment task these generic criteria will be used to generate task specific criteria sheets. A task specific criteria sheet will explicitly outline for students what is required when they are completing an assessment task. When an assessment task is given to students the accompanying task specific criteria sheets will be explained to students and subsequently used for grading the student work.

DESIGN



ASSESSMENT CRITERIA – YEAR 8 DESIGN

Criterion A: Inquiring and Analysing

Maximum: 8

At the end of year 3 MYP (Year 8), students should be able to:

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

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

Criterion B: Developing Ideas

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. lists a few basic success criteria for the design of a solution ii. presents one design idea, which can be interpreted by others iii. creates incomplete planning drawings/diagrams.
3 - 4	The student: <ol style="list-style-type: none"> i. constructs a list of the success criteria for the design of a solution ii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others iii. outlines the main reasons for choosing the design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements for the chosen solution.
5 - 6	The student: <ol style="list-style-type: none"> i. develops design specifications, which identify the success criteria for the design of a solution ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others iii. presents the chosen design and outlines the main reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7 - 8	The student: <ol style="list-style-type: none"> i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams

Criterion C: Creating the Solution

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution.
- iv. present the solution as a whole

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

Criterion D: Evaluating

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience.

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

INDIVIDUALS AND SOCIETIES



ASSESSMENT CRITERIA INDIVIDUALS AND SOCIETIES – YEAR 8 HUMANITIES
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Criterion A: Knowing and Understanding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples

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

Criterion B: Investigating

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.
3 - 4	The student: <ol style="list-style-type: none"> i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results.
5 - 6	The student: <ol style="list-style-type: none"> i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results.
7 - 8	The student: <ol style="list-style-type: none"> i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results.

Criterion C: Communicating

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

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

Criterion D: Thinking Critically

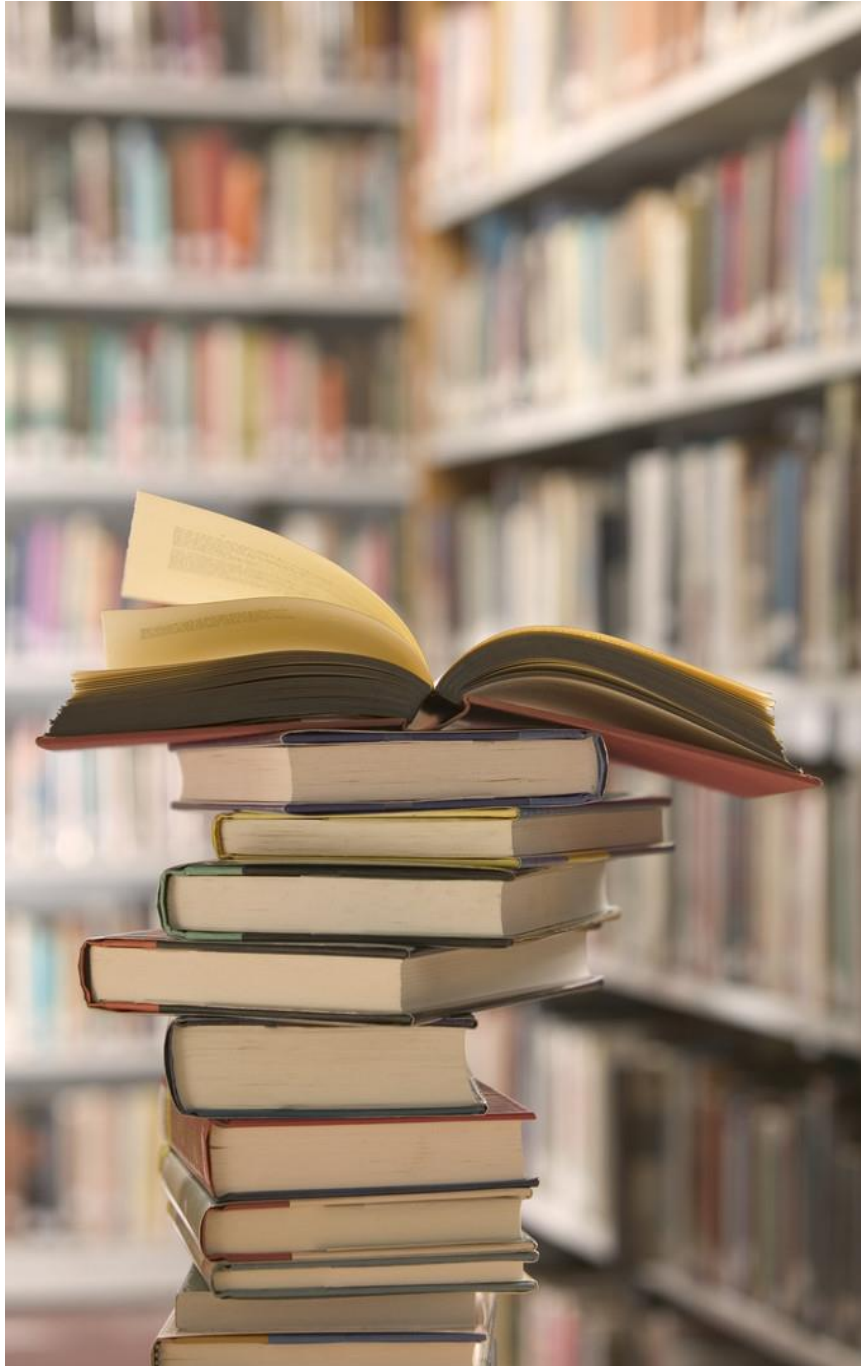
Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarise information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognising values and limitations
- iv. recognise different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognises the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives.
3 - 4	The student: <ol style="list-style-type: none"> i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarises information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognising some values and limitations iv. recognises different perspectives and suggests some of their implications.
5 - 6	The student: <ol style="list-style-type: none"> i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories ii. summarises information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognising values and limitations iv. clearly recognises different perspectives and describes most of their implications.
7 - 8	The student: <ol style="list-style-type: none"> i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarises information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognising values and limitations iv. clearly recognises different perspectives and consistently explains their implications.

LANGUAGE AND LITERATURE: ENGLISH



ASSESSMENT CRITERIA – YEAR 8 LANGUAGE AND LITERATURE: ENGLISH

Criterion A: Analysing

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. identify and explain the effects of the creator’s choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts ii. provides minimal identification and explanation of the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. interprets few similarities and differences in features within and between genres and texts.
3 - 4	The student: <ol style="list-style-type: none"> i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts ii. provides adequate identification and explanation of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts.
5 - 6	The student: <ol style="list-style-type: none"> i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii. provides substantial identification and explanation of the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts.
7 - 8	The student: <ol style="list-style-type: none"> i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator’s choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts.

Criterion B: Organising

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. employ organisational structures that serve the context and intention
- ii. organise opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. makes minimal use of organisational structures though these may not always serve the context and intention ii. organises opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3 - 4	The student: <ol style="list-style-type: none"> i. makes adequate use of organisational structures that serve the context and intention ii. organises opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5 - 6	The student: <ol style="list-style-type: none"> i. makes competent use of organisational structures that serve the context and intention ii. organises opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7 - 8	The student: <ol style="list-style-type: none"> i. makes sophisticated use of organisational structures that serve the context and intention effectively ii. effectively organises opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing Text

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3 - 4	The student: <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5 - 6	The student: <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.
7 - 8	The student: <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 thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision.

Criterion D: Using Language

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

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

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

LANGUAGE ACQUISITION: FRENCH, GERMAN AND JAPANESE



ASSESSMENT CRITERIA – YEAR 8 LANGUAGE ACQUISITION: French, German and Japanese

Criterion A: Comprehending Spoken and Visual Text

Maximum: 8

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

- i. show understanding of messages, main ideas and supporting details
- ii. recognise basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ol style="list-style-type: none"> i. shows minimal understanding of messages, main ideas and supporting details ii. has limited awareness of basic conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <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> <ol style="list-style-type: none"> i. shows some understanding of messages, main ideas and supporting details ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <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> <ol style="list-style-type: none"> i. shows considerable understanding of messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <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> <ol style="list-style-type: none"> i. shows excellent understanding of messages, main ideas and supporting details ii. has excellent awareness of basic conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <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

Maximum: 8

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

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognise basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ol style="list-style-type: none"> i. identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusions ii. has limited awareness of basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <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> <ol style="list-style-type: none"> i. identifies some basic facts, main ideas and supporting details; is not always able to draw conclusions ii. recognises some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <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> <ol style="list-style-type: none"> i. identifies most basic facts, main ideas and supporting details, and draws conclusions ii. recognises most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <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> <ol style="list-style-type: none"> i. clearly identifies basic facts, main ideas and supporting details, and draws conclusions ii. clearly recognises basic conventions including aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <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 2, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. makes limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate ii. interacts minimally in basic structured exchanges iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations iv. communicates with a limited sense of audience.
3 - 4	The student: <ol style="list-style-type: none"> i. responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in basic structured exchanges iii. uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience.
5 - 6	The student: <ol style="list-style-type: none"> i. responds appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts considerably in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience.
7 - 8	The student: <ol style="list-style-type: none"> i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in basic structured exchanges iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an excellent sense of audience.

Criterion D: Using Language In Spoken and Written Form

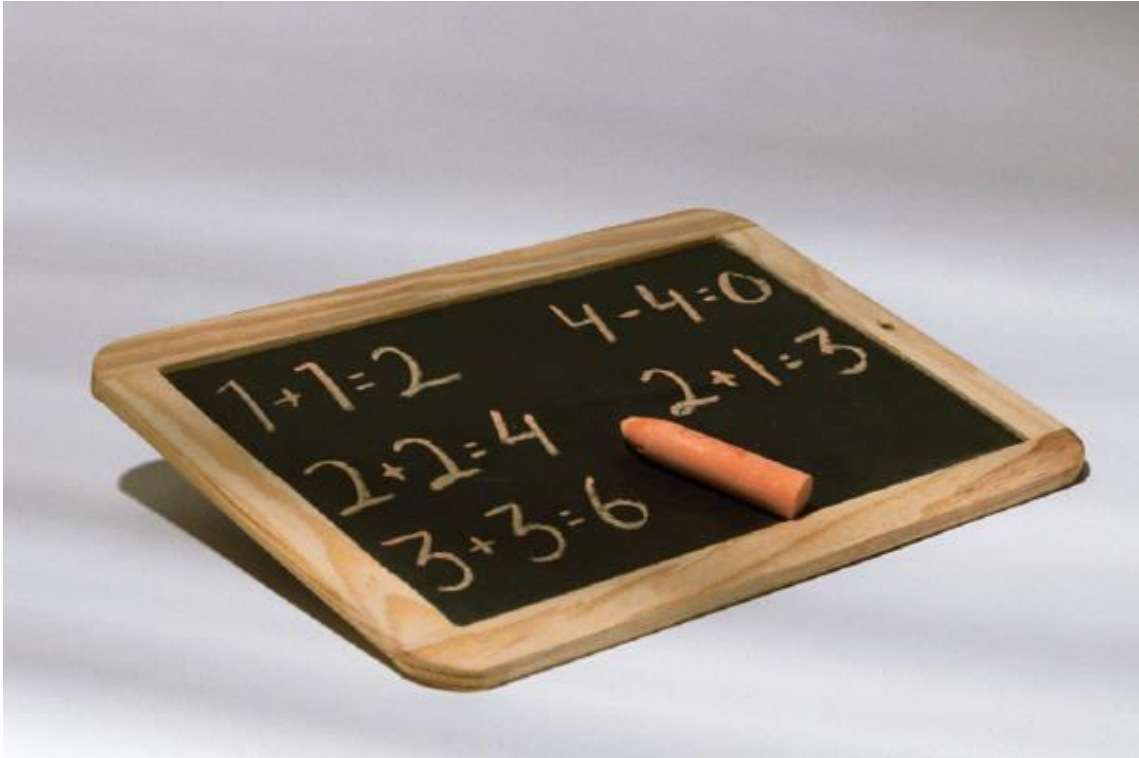
Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol 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. organises limited basic information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3 - 4	The student: <ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organises some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5 - 6	The student: <ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organises basic information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.
7 - 8	The student: <ol style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organises basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context.

MATHEMATICS



ASSESSMENT CRITERIA – YEAR 8 MATHEMATICS

Criterion A: Knowing and Understanding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- vi. **select** appropriate mathematics when solving problems
- vii. **apply** the selected mathematics successfully when solving problems
- viii. **solve** problems correctly in both familiar and unfamiliar situations in a variety of contexts.

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student is able to: <ul style="list-style-type: none"> i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
3 - 4	The student is able to: <ul style="list-style-type: none"> i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
5 - 6	The student is able to: <ul style="list-style-type: none"> i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
7 - 8	The student is able to: <ul style="list-style-type: none"> i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.

Criterion B: Investigating Patterns

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
- ii. **describe** patterns as relationships and/or general rules consistent with findings
- iii. **verify** and **justify** relationships and/or general rules.

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

Note:

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

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

Criterion C: Communicating

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. **use** different forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. **communicate** complete and coherent mathematical lines of reasoning
- v. **organise** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student is able to: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always clear iv. adequately organise information using a logical structure.
5 - 6	The student is able to: <ol style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organised using a logical structure.
7 - 8	The student is able to: <ol style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use different forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is consistently organised using a logical structure.

Criterion D: Applying Mathematics In Real-Life Contexts

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. **identify** relevant elements of authentic real-life situations
- ii. **select** appropriate mathematical strategies when solving authentic real-life situations
- iii. **apply** the selected mathematical strategies successfully to reach a solution
- iv. **explain** the degree of accuracy of a solution
- v. **explain** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find
3 - 4	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select , with some success, adequate mathematical strategies to model the authentic real-life situation iii. apply mathematical strategies to reach a solution to the authentic real-life situation iv. describe whether the solution makes sense in the context of the authentic real-life situation.
5 - 6	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. describe the degree of accuracy of the solution v. discuss whether the solution makes sense in the context of the authentic real-life situation.
7 - 8	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select appropriate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution iv. explain the degree of accuracy of the solution v. explain whether the solution makes sense in the context of the authentic real-life situation.

THE ARTS - PERFORMING ARTS



ASSESSMENT CRITERIA – YEAR 8 ARTS: PERFORMING ARTS

Criterion A: Knowing and Understanding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3 - 4	The student: <ol style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5 - 6	The student: <ol style="list-style-type: none"> i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.
7 - 8	The student: <ol style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

Criterion B: Developing Skills

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

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

Criterion C: Thinking Creatively

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realisation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realisation.
3 - 4	The student: <ol style="list-style-type: none"> i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realisation.
5 - 6	The student: <ol style="list-style-type: none"> i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realisation.
7 - 8	The student: <ol style="list-style-type: none"> i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realisation.

Criterion D: Responding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ul style="list-style-type: none"> i. presents a limited outline of connections and may transfer learning to new settings ii. creates a limited artistic response which is possibly inspired by the world around him or her iii. presents a limited evaluation of the artwork of self and others.
3 - 4	The student: <ul style="list-style-type: none"> i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response which is occasionally inspired by the world around him or her iii. presents an adequate evaluation of the artwork of self and others.
5 - 6	The student: <ul style="list-style-type: none"> i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response which is regularly inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others
7 - 8	The student: <ul style="list-style-type: none"> i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response which is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others.

PHYSICAL AND HEALTH EDUCATION



ASSESSMENT CRITERIA – PHYSICAL and HEALTH EDUCATION

Criterion A: Knowing and Understanding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. describe physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
3 - 4	The student: <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding
5 - 6	The student: <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.
7 - 8	The student: <ol style="list-style-type: none"> i. describes physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.

Notes for criterion A

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

Criterion B: Planning for Performance

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. design and explain a plan for improving physical performance and health
- ii. explain the effectiveness of a plan based on the outcome.

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

Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).
- Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)
- In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

Criterion C: Applying and Performing

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform.
3 - 4	The student: i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform.
5 - 6	The student: i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively.
7 - 8	The student: i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively.

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing .

Criterion D: Reflecting and Improving Performance

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. outline goals and apply strategies to enhance performance
- iii. explain and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: i. identifies strategies that enhance interpersonal skills ii. lists goals to enhance performance iii. summarises performance.
3 - 4	The student: i. identifies and demonstrates strategies that enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarises performance.
5 - 6	The student: i. outlines and demonstrates strategies that enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. explains and evaluates performance.
7 - 8	The student: i. describes and demonstrates strategies that enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. explain and evaluates performance.

Notes for criterion D

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

SCIENCES



ASSESSMENT CRITERIA – YEAR 8 SCIENCES

Criterion A: Knowing and Understanding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

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

Criterion B: Inquiring and Designing

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard 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, with limited success ii. state a testable hypothesis iii. state the variables iv. design a method, with limited success .
3 - 4	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a safe method in which he or she selects materials and equipment .
5 - 6	The student is able to: i. outline a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how 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. describe a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using correct scientific reasoning iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment

Criterion C: Processing and Evaluating

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard 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. accurately interpret data iii. state the validity of a hypothesis with limited reference to a scientific investigation iv. state the validity of the method with limited reference to a scientific investigation v. state limited improvements or extensions to the method.
3 - 4	The student is able to: i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and describe results iii. state the validity of a hypothesis based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions to the method that would benefit the scientific investigation.
5 - 6	The student is able to: i. correctly collect, organise and present data in numerical and/or visual forms ii. accurately interpret data and describe results using scientific reasoning iii. outline the validity of a hypothesis based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation.
7 - 8	The student is able to: i. correctly collect, organise, transform and present data in numerical and/or visual forms ii. accurately interpret data and describe results using correct scientific reasoning iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. describe improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the Impacts of Science

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
- iii. apply communication modes effectively
- iv. document the work of others and sources of information used.

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 the ways in which science is used to address a specific problem or issue ii. state the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding but does so with limited success iv. document sources, with limited success .
3 - 4	The student is able to: i. outline the ways in which science is used to address a specific problem or issue ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor iii. sometimes apply scientific language to communicate understanding iv. sometimes document sources correctly .
5 - 6	The student is able to: i. summarise the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly .
7 - 8	The student is able to: i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely iv. document sources completely .

THE ARTS - VISUAL ARTS



ASSESSMENT CRITERIA - YEAR 8 ARTS: VISUAL ARTS

Criterion A: Knowing and Understanding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3 - 4	The student: <ol style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5 - 6	The student: <ol style="list-style-type: none"> i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.
7 - 8	The student: <ol style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

Criterion B: Developing Skills

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

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

Criterion C: Thinking Creatively

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realisation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ol style="list-style-type: none"> i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realisation.
3 - 4	The student: <ol style="list-style-type: none"> i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realisation.
5 - 6	The student: <ol style="list-style-type: none"> i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realisation.
7 - 8	The student: <ol style="list-style-type: none"> i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realisation.

Criterion D: Responding

Maximum: 8

At the end of Year 3 MYP (Year 8), students should be able to:

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

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

APPENDIX A

Somerset College



PERSONAL SUCCESS | GLOBAL OUTLOOK

Years 7 to 12

MISSED EXAMINATION / TEST FORM

STEP 1: STUDENT TO COMPLETE:

Name: Year and Tutor Group.....
Date of scheduled examination:..... Date request submitted:.....
Subject:
Reason for missed examination:.....
Documentary evidence attached: Yes No
Student's Signature: Parent's Signature:

STEP 2: DEPUTY HEADMASTER or DEAN OF MIDDLE YEARS:

Exam to be rescheduled: Yes No Date of rescheduled examination:
Number of lessons missed:..... Time of rescheduled examination:.....
Deputy Headmaster or Dean of Middle Years signature:
Teacher's signature:

STEP 3: ADMINISTRATOR – ACADEMIC SERVICES TO COMPLETE:

Entered on Student's file: Yes No Date:
Examination / test paper ready for completion: Yes No
Examination / test supervisor notified: Yes No
Examination / test completed and forwarded to appropriate HOD: Yes No

APPENDIX B

Somerset College



PERSONAL SUCCESS | GLOBAL OUTLOOK

Years 7 to 12

APPLICATION FOR EXTENSION – ASSESSMENT OTHER THAN EXAMINATION / TEST

Important: Complete Steps 1 to 4 of this form before seeking an extension from either the Deputy Headmaster, Dr Brohier (Years 11 and 12) or Dean of Middle Years, Mrs Sauer (Years 7, 8, 9 and 10).

Please note that application for an extension may not be made after 3.30pm on the Monday of the week that the assignment is due.

STEP 1:

Name: Year and Tutor Group.....
Subject:
Subject Teacher's name:.....

STEP 2:

Student's reason for applying for an extension: Confidential: Yes No

STEP 3:

Subject teacher's input (eg class time allocated):

STEP 4:

Head of House signature: Date:

Head of Department signature: Date:

STEP 5: DEPUTY HEADMASTER or DEAN OF MIDDLE YEARS

Extension granted: Confidential: Yes No

Date due: Extension Date Due:

Or

Extension denied:

Deputy Headmaster
Signature

Dean of Middle Years
Signature

Administrator – Academic to file:

NOTES:

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