Language and Literature MYP Subject Guide

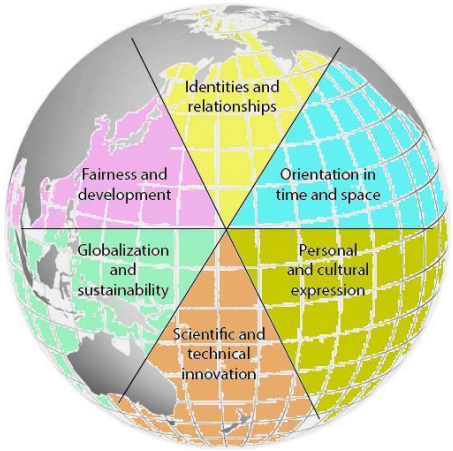
Year 9 Curriculum

	Title	Statement of Enquiry
1	Night	To consider context, through exploring character, setting and theme, we can explore the connections between what is fair and what is not.
2	Romeo and Juliet	Considering a range of perspectives leads to a more informed point of view and shapes or influences attitudes towards interactions with others
3	Boys Don't Cry	Through specific point of views we can explore wider societal perspectives and relationships.
4	Boys Don't Cry	Through understanding context we can explore characters and make connections between what is fair and what is not
5	Transactional Writing Unit	Audience Imperatives is essential when communicating as writers about Fairness and Development.
6	Relationship Poetry	Through genre themes the themes of identities and relationships are communicated.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts for the study of language and literature. These are the 12 related concepts for the subject of Language and Literature.

Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme



Key Concepts

The key concepts contributed by the study of language and literature are communication, connections, creativity and perspective.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Language and Literature can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Language and Literature MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

level	Level Descriptor			
	Criterion A: Analysis	**Criterion B: Organising**	**Criterion C: Producing Text**	**Criterion D: Using Language**
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts.	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.	The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.	The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts.	The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5-6	5–6 The student: i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justified opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention	The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience ii. selects sufficient relevant details and examples to develop	The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounced with a considerable degree of

Mathematics MYP Subject Guide

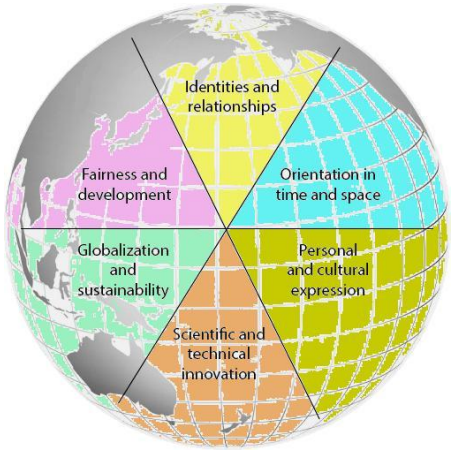
Year 7 Curriculum

	Title	Statement of Enquiry
1	Number Systems	Making fair judgements about quantities is easier if we understand a variety of numeric systems and forms
2		
3	Geometry & Measures	Measurement is expressed in various forms to communicate the space around or within an object
4	Fractions	Equivalence helps us to find general rules in quantities and relationships and to make exciting, innovative discoveries
5	Algebraic Expressions	Identifying and using patterns and generalisation are the key to simplifying relationships in life and in algebra
6	Percentages & Charts	Representing data visually helps to identify relationships that can justify global change

Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Mathematics.

Related concepts in mathematics		
Change	Equivalence	Generalization
Justification	Measurement	Models
Patterns	Quantity	Representation
Simplification	Space	Systems



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Maths these are **Form, Logic** and **Relationships.**

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	**Logic**
Perspective	**Relationships**	Systems	Time, place and space

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP maths can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Mathematics MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

level	Level Descriptor			
	Criterion A: Knowing and understanding	**Criterion B: Investigating patterns**	**Criterion C: Communicating**	**Criterion D: Applying mathematics in real-life contexts**
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student is able to: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. state predictions consistent with simple patterns.	The student is able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand.	The student is able to: i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3-4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work.	The student is able to: i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately organize information using a logical structure.	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. apply mathematical strategies to reach a solution to the authentic real life situation iii. state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5-6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest relationships or general rules consistent with findings iii. verify whether patterns work for another example.	The student is able to: i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. communicate through lines of reasoning that are usually coherent iv. present work that is usually organized using a logical structure.	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. state correctly whether the solution makes sense in the context of the authentic real-life situation.
7-8	The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. select and apply mathematical problem-solving techniques to recognize correct patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether patterns work for other examples.	The student is able to: i. consistently use appropriate mathematical language ii. consistently use different forms of mathematical representation to present information correctly iii. communicate clearly through coherent lines of reasoning iv. present work that is consistently organized using a logical structure.	The student is able to: i. 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 correct solution to the authentic real-life situation iv. explain the degree of accuracy of the solution v. describe correctly whether the solution makes sense in the context of the authentic real-life situation.

Wilmington Academy

Year 9 Curriculum

Science MYP Subject Guide

Middle Years Programme

	Title	Statement of Enquiry
1	Changes of state, pressure, atomic structure, cells	Scientists observe patterns and use models to construct processes that explain how the world works.
2	Scaler and vector quantities.	Scientific and technological advances enable societies to use, control and transform the function of organisms, molecules and machines.
3	Health and disease. The periodic table, ions	Models can represent the structural and functional relationships within cells, compounds & energy forms.
4	Communicable diseases. Energy stores and transfers.	Models can represent the structural and functional relationships within cells, compounds and energy forms.
5	Bonding. Drugs. Forces	Scientific and technological advances cater to the demands of an expanding global population in response to the relationship between humans and the natural environment.
6	Forces. Atmosphere. Ecosystems	Scientific and technological advances cater to the demands of an expanding global population in response to the relationship between humans and the natural environment.

Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Mathematics.

Biology			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Chemistry			
Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Physics			
Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Integrated sciences (drawn from biology, chemistry and physics)			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

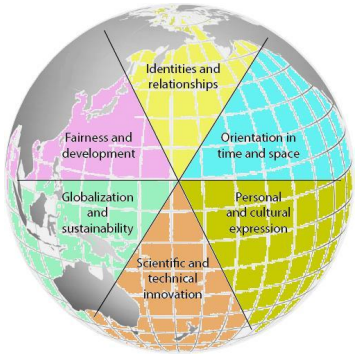
Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP maths can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Maths these are **Form, Logic** and **Relationships.**

Aesthetics	**Change***	**Communication**	**Communities**
Connections	**Creativity**	**Culture**	**Development**
Form	**Global interactions**	**Identity**	**Logic**
Perspective	**Relationships***	**Time, place and space**	**Systems***

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Science MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

level	Level Descriptor			
	Criterion A: Knowing and understanding	**Criterion B: Inquiring and designing**	**Criterion C: Processing and evaluating**	**Criterion D: Reflecting on the impact of science**
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments, with limited success.	The student is able to: i. select a problem or question to be tested by a scientific investigation ii. select a testable prediction iii. state a variable iv. design a method with limited success.	The student is able to: i. collect and present data ii. interpret data iii. state the validity of a prediction iv. state the validity of the method based on the outcome of a scientific investigation, with limited success v. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.	The student is able to, with limited success: i. state the ways, science is used to address a specific problem or issue ii. state the implications of using science to solve a specific problem. iii. apply scientific language to communicate understanding iv. document sources.
3-4	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.	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. state a testable prediction iii. state how to manipulate the variables, and state how data will be collected iv. design a safe method in which he or she selects materials and equipment.	The student is able to: i. correctly collect and present data ii. accurately interpret data and outline results iii. state the validity of a prediction iv. state the validity of the method v. state improvements or extensions to the method	The student is able to: i. state the ways in which science is used to address a specific problem ii. state the implications of using science to solve a specific problem iii. sometimes apply scientific language iv. sometimes document sources correctly.
5-6	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.	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable prediction iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment.	The student is able to: i. correctly collect and present data forms ii. accurately interpret data outline results using scientific reasoning iii. outline the validity of a prediction. iv. outline the validity of the method. v. outline improvements or extensions to the method.	The student is able to: i. outline the ways in which science is used to address a specific problem ii. outline the implications of using science to solve a specific problem iii. usually apply scientific language iv. usually document sources correctly.
7-8	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.	The student is able to: i. outline a problem or question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline 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.	The student is able to: i. correctly collect and present data ii. accurately interpret data and outline results using correct scientific reasoning iii. discuss the validity of a prediction iv. discuss the validity of the method v. describe improvements or extensions to the method	The student is able to: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize 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.

Language Acquisition MYP Subject Guide

Year 9 French Curriculum

	Title	Statement of Enquiry
1&2	Free-time	Using textual conventions, we describe our identity and at the same time, we connect and empathise with others.
3&4	Jobs	We understand, create and give our point of view about life with the purpose of showing our personal and cultural values.
5&6	Healthy Living and festivals	We communicate messages to a specific audience to achieve an education based on fairness and development.

Year 9 Spanish Curriculum

	Title	Statement of Enquiry
1&2	Free-time	Using textual conventions, we describe our identity and at the same time, we connect and empathise with others.
3&4	Jobs	We understand, create and give our point of view about life with the purpose of showing our personal and cultural values.
5&6	Healthy Living and festivals	We communicate messages to a specific audience to achieve an education based on fairness and development.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts for the study of language and literature. These are the 12 related concepts for the subject of Language Acquisition.

Audience	Function	Pronunciation
Context	Meaning	Purpose
Conventions	Message	Structure
Form	Patterns	Word choice

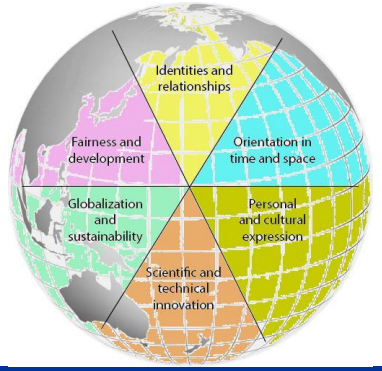
Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Language Acquisition can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development



Key Concepts

The key concepts contributed by the study of language acquisition are communication, connections, creativity and culture.

Aesthetics	Change	**Communication**	Communities
Connections	**Creativity**	**Culture**	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Language Acquisition MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

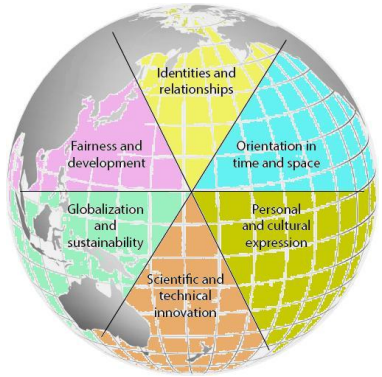
1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Emergent Level Descriptor			
	Criterion A: Listening	**Criterion B: Reading**	**Criterion C: Speaking**	**Criterion D: Writing**
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i.identifies minimal stated information (facts and/or opinions) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.	The student is able to, with limited success: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.presents some information in a partially-recognizable format using some basic cohesive devices iv.communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	The student is able to: i.identifies some stated information (facts and/or opinions) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension iv.during interaction, communicates some relevant information.	The student is able to: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.organizes information in a recognizable format using a range of basic cohesive devices iv.communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	The student is able to: i.identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts iii.interprets connections in simple authentic texts.	The student is able to: i.identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts. iii.interprets connections in simple authentic texts.	The student is able to: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.during interaction, communicates most of the relevant information.	The student is able to: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.organizes information in an appropriate format using simple and some complex cohesive devices iv.communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	The student is able to: i.identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts.	The student is able to: i.identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts.	The student is able to: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.during interaction, communicates all or almost all the required information clearly and effectively.	The student is able to: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Individuals & Societies MYP Subject Guide - History

Year 9 Curriculum

	Title	Statement of Enquiry
1	The British Empire, her colonies and collapse	Industrialisation, revolution and empire led to the development of Britain.
2	The Transatlantic slave trade	
3	Industrial Britain	
4	Causes and life in WW1	Protest and conflict led to changes in systems and societies.
5	Women's suffrage	
6	Women's identity over time	



Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of I&S History:

History		
Causality (cause and consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For I&S, History they are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP History can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Individuals & Societies MYP Subject Guide - History

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

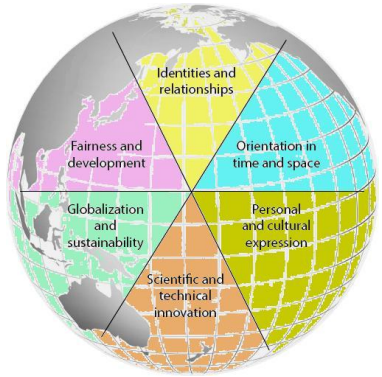
1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: KNOWLEDGE & UNDERSTANDING	**Criterion B: INVESTIGATING**	**Criterion C: COMMUNICATING**	**Criterion D: THINKING CRITICALLY**
1–2	• Makes limited use of terminology • Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	• Identifies a research question that is clear, focused and relevant • Formulates a limited action plan or does not follow a plan • Collects and records limited or sometimes irrelevant information • With guidance, reflects on the research process and results, in a limited way	• Communicates information and ideas in a way that is not always appropriate to the audience and purpose • Organises information and ideas in a limited way • Lists sources of information inconsistently	• Begins to analyse concepts, issues, models, visual representation and/or theories in a limited way • Begins to identify connections between information to make simple arguments • Recognises the origin and purpose of few sources/data as well as a few value and limitations of sources/data • Identifies different perspectives
3-4	• Uses some terminology accurately • Demonstrated satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	• Formulates/chooses a research question that is clear and focused and described its relevance • Formulates and occasionally follows a partial action plan to investigate a research question • Uses a method(s) to collect and record some relevant information • With guidance, reflects on the research process and results	• Communicates information and ideas in a way that is somewhat appropriate to the audience and purpose • Somewhat organises information and ideas • Creates an adequate reference list and sometimes cites sources	• Completes a simple analysis of concepts, issues, models, visual representation and/or theories • Summarises information to make some adequate arguments • Analyses sources/data in terms of origin and purpose, recognising some value and limitations • Recognises different perspectives and suggests some of their implications
5-6	• Uses considerable and relevant terminology accurately • Demonstrated substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	• Formulates/chooses a clear and focused research question and describes its relevance in detail • Formulates and mostly follows a sufficiently developed action plan to investigate a research question • Uses methods to collect and record appropriate relevant information • With guidance, evaluates on the research process and results	• Communications information and ideas in a way that is mostly appropriate to the audience and purpose • Mostly structures information and ideas according to the task instructions • Creates an adequate reference list and usually cites sources	• Completes a suitable analysis of concepts, issues, models, visual representation and/or theories • Summarises information in order to make usually valid arguments • Analyses sources/data in terms of origin and purpose, usually recognising value and limitations • Clearly recognises different perspectives and described most of their implications
7-8	• Consistently uses relevant terminology accurately • Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	• Formulates.chooses a clear and focused research question and explains its relevance • Forumulates and effectively follows a consistent action plan to investigate a research question • Uses methods to collect and record appropriate and varied relevant information • With guidance, provides a detailed evaluation of the research process and results	• Communicates information and ideas in a way that is completely appropriate to the audience and purpose • Structures information and ideas completely according to the task instructions • Creates a complete reference list and always cites sources	• Completes a detailed analysis of concepts, issues, models, visual representation and/or theories • Summarises information to make consistent, well-supported arguments • Effectively analyses a range of sources/data in terms of origin and purpose, consistently recognising value and limitations • Clearly recognises different perspectives and consistently explains their implications

Individuals & Societies MYP Subject Guide - Geography

Year 9 Curriculum

	Title	Statement of Enquiry
1	Hazards - Volcanoes	Individuals comprehend the causality of extreme tectonic systems, leading to scientific and technical innovation.
2	Glaciation	Individuals comprehend the causality of extreme weather systems, leading to scientific and technical innovation.
3	Nigeria	Global interactions have lead to disparities in development leading to unfair equity.
4	Prisoners of Geography	How time, space, place and orientation impacts patterns and trends of physical processes.
5	Incredible India	Individuals understand the concept of development through globalisation and sustainability.
6	Risky Rivers	Physical processes change landscapes orientated over space and time.



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For I&S, Geography they are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of I&S Geography:

History		
Causality (cause and consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Geography can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Individuals & Societies MYP Subject Guide - Geography

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

Achievement Level	Level Descriptor			
	Criterion A: KNOWLEDGE & UNDERSTANDING	**Criterion B: INVESTIGATING**	**Criterion C: COMMUNICATING**	**Criterion D: THINKING CRITICALLY**
1–2	• Makes limited use of terminology • Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	• Identifies a research question that is clear, focused and relevant • Formulates a limited action plan or does not follow a plan • Collects and records limited or sometimes irrelevant information • With guidance, reflects on the research process and results, in a limited way	• Communicates information and ideas in a way that is not always appropriate to the audience and purpose • Organises information and ideas in a limited way • Lists sources of information inconsistently	• Begins to analyse concepts, issues, models, visual representation and/or theories in a limited way • Begins to identify connections between information to make simple arguments • Recognises the origin and purpose of few sources/data as well as a few value and limitations of sources/data • Identifies different perspectives
3-4	• Uses some terminology accurately • Demonstrated satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	• Formulates/chooses a research question that is clear and focused and described its relevance • Formulates and occasionally follows a partial action plan to investigate a research question • Uses a method(s) to collect and record some relevant information • With guidance, reflects on the research process and results	• Communicates information and ideas in a way that is somewhat appropriate to the audience and purpose • Somewhat organises information and ideas • Creates an adequate reference list and sometimes cites sources	• Completes a simple analysis of concepts, issues, models, visual representation and/or theories • Summarises information to make some adequate arguments • Analyses sources/data in terms of origin and purpose, recognising some value and limitations • Recognises different perspectives and suggests some of their implications
5-6	• Uses considerable and relevant terminology accurately • Demonstrated substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	• Formulates/chooses a clear and focused research question and describes its relevance in detail • Formulates and mostly follows a sufficiently developed action plan to investigate a research question • Uses methods to collect and record appropriate relevant information • With guidance, evaluates on the research process and results	• Communications information and ideas in a way that is mostly appropriate to the audience and purpose • Mostly structures information and ideas according to the task instructions • Creates an adequate reference list and usually cites sources	• Completes a suitable analysis of concepts, issues, models, visual representation and/or theories • Summarises information in order to make usually valid arguments • Analyses sources/data in terms of origin and purpose, usually recognising value and limitations • Clearly recognises different perspectives and described most of their implications
7-8	• Consistently uses relevant terminology accurately • Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	• Formulates.chooses a clear and focused research question and explains its relevance • Forumulates and effectively follows a consistent action plan to investigate a research question • Uses methods to collect and record appropriate and varied relevant information • With guidance, provides a detailed evaluation of the research process and results	• Communicates information and ideas in a way that is completely appropriate to the audience and purpose • Structures information and ideas completely according to the task instructions • Creates a complete reference list and always cites sources	• Completes a detailed analysis of concepts, issues, models, visual representation and/or theories • Summarises information to make consistent, well-supported arguments • Effectively analyses a range of sources/data in terms of origin and purpose, consistently recognising value and limitations • Clearly recognises different perspectives and consistently explains their implications

Design (IT) MYP Subject Guide

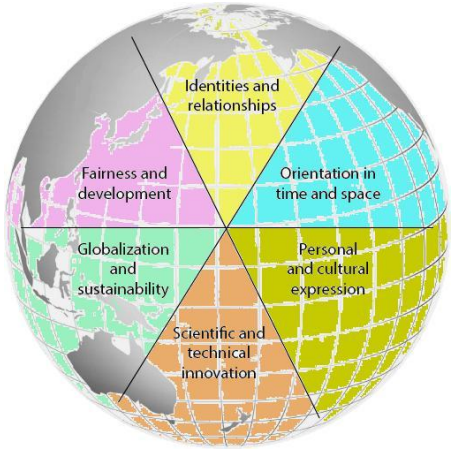
Year 9 Curriculum

Unit	Title	Statement of Enquiry
	Year 9	
1	Using animation software to create a meaningful advert	How can I **DEVELOP** and **ADAPT** an animation to communicate effectively?
2	Interfaces & Project Planning when creating a GUI	Can I use **ANALYSIS** and **APPLICATION** of Digital Interfaces across multiple platforms to gain a deeper understanding of planning a project.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

MYP design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Design (IT) MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

Achievement Level	Level Descriptor			
	Criterion A: Inquiring and analysing	**Criterion B: Developing ideas**	**Criterion C: Creating the solution**	**Criterion D: Evaluating**
1–2	i.**states** the need for a solution to a problem ii.**states some of** the main findings of relevant research.	The student: i. **lists** a few basic success criteria for the design of a solution ii. **presents** one design idea, which can be interpreted by others. iii. **creates** incomplete planning drawings/diagrams.	i.**demonstrates minimal** technical skills when making the solution. ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form.**	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. **outlines** the need for a solution to a problem. ii.**states** the research needed to **develop** a solution to the problem, with **some guidance.** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of the findings of relevant research.**	The student: i**.constructs** a list of the success criteria for the design of a solution. ii. **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others. iii. **outlines** the **main** reasons for choosing the design with reference to the design specification. iv. **creates** planning drawings/diagrams or **lists** requirements for the chosen solution.	The student: 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.	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. **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.	The student:i. **develops** design specifications, which identify the success criteria for the design of a solution. ii. **presents a range** of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others iii. **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification. iv. **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.	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.	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. **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.	The student:i.**develop**s a design specification which outlines the success criteria for the design of a solution based on the data collected. ii. **presents a range** of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others. iii. **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification. iv. **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.	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	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.

Design (DT) MYP Subject Guide

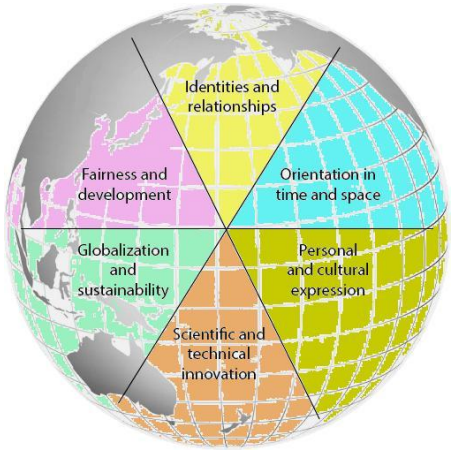
Year 9 Curriculum

Modules	Title	Statement of Enquiry
M1-6 Product	Sustainable lighting Project	Electronics projects can be influenced by developments in technology and systems, which enhances their functions, which will adapt into a global and sustainable product
M1-6 Engineering	F1 Project	Adaptation of an engineered product can allow for development through collaboration while considering form and function
M1-6 Catering	Local Bistro Project	Food and restaurants bring people together within communities. A successful local bistro can be franchised into a global market through innovation and the use of successful resources.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Global Concepts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning,

MYP design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Design (DT) MYP Subject Guide

Assessment Criteria

Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

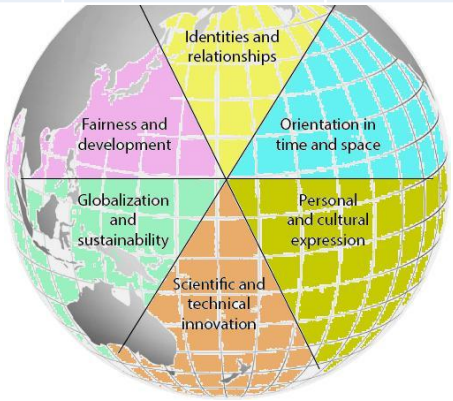
1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: Inquiring and analysing	**Criterion B: Developing ideas**	**Criterion vC: Creating the solution**	**Criterion D: Evaluating**
1–2	The student: i. states the need for a solution to a problem ii. states the findings of research.	The student: i. states one basic success criterion for a solution ii. presents one design idea, which can be interpreted by others iii. creates an incomplete planning drawing/diagram.	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.	The student: i. defines 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. outlines the need for a solution to a problem ii. states some points of research needed to develop a solution, with some guidance iii. states the main features of an existing product that inspires a solution to the problem iv. outlines some of the main findings of research	The student: i. states a few success criteria for the solution ii. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. states the key features of the chosen design iv. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution	The student: i. lists the main steps 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. states one change made to the chosen design or plan when making the solution.	The student: i. defines a relevant testing method, which generates data, to measure the success of the solution ii. states the success of the solution against the design specification based on the results of one relevant test iii. states one way in which the solution could be improved iv. states one way in which the solution can impact the client/target audience.
5-6	The student: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research..	The student: .i.Develops a list of success criteria for the solution. ii. presents feasible design ideas, using appropriate medium(s), which can be interpreted by others. Iii. Presents the chosen design stating key features iiii. Creates an planning drawing/diagram and lists the main details for the creation of the solution.	The student: i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan 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. states one change made to the chosen design and plan when making the solution.	The student: i. defines relevant testing methods, which generate data, to measure the success of the solution ii. states the success of the solution against the design specification based on relevant product testing iii. outlines one way in which the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance.
7-8	The student: i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing	The student: i.Develops a list of success criteria for the solution. ii. presents feasible design ideas, using appropriate medium(s), which can be correctly interpreted by others Iii. Presents the chosen design describing key features	The student: i. outlines a plan, which considers the use of resources and time, 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	The student: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv.

PE and Health MYP Subject Guide Y9

Year 9 Curriculum

	Title	Statement of Enquiry
1	Performing in aesthetic activities	Identity can be formed by interaction and choices that are made in different environments
2	Developing skills, roles and techniques	Performers respond and adapt to changing environments, challenges and situations
3	Personal Improvement	You should strive to adapt and refine skills in a range of situations in order to achieve personal development
4	Tactics and Strategies	Through communication we can take responsibility for participants within different situations
5	Developing skills, roles and techniques	In all environments, for leaders to form effective relationships they must interact in the same way
6	Tactics and Strategies	Success requires change of perspective and adaptation to different environments



Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of PE and Health.

Related concepts in physical and health education		
Adaptation	Balance	Choice
Energy	Environment	Function
Interaction	Movement	Perspective
Refinement	Space	Systems

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For PE and Health these are **Fs.**

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP PE and Health can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

PE and Health MYP Subject Guide Y8

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

level	Level Descriptor			
	Criterion A: Knowing and understanding	**Criterion B: Planning for Performance**	**Criterion C: Application and Performing**	**Criterion D: Reflection and Improving Performance**
0	No rewardable material	No rewardable material	No rewardable material	No rewardable material
1–2	i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline	i. **states** a goal to enhance performance ii. **outlines** a **limited** plan for improving physical performance and health.	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.	i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. outlines performance
3-4	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.	i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health.	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	i. identifies and demonstrates strategies to enhance interpersonal skills ii. states the effectiveness of a plan based on the outcome iii. outlines and summarizes performance.
5-6	i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.	i. identifies goals to enhance performance ii. designs a plan for improving physical performance and health.	i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively	i. outlines and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. outlines and evaluates performance.
7-8	i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.	i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health.	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.	i. describes and demonstrates strategies to enhance interpersonal skills ii. explains the effectiveness of a plan based on the outcome iii. explains and evaluates performance.

Music MYP Subject Guide

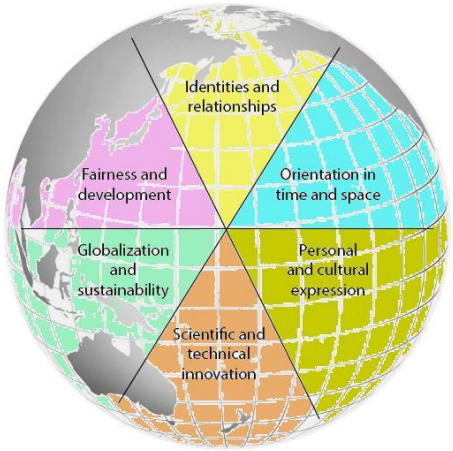
Year 8 Curriculum

Modules	Title	Statement of Enquiry
M1-3	African Music	Music has the potential to bring people together to create a fairer world.
M1-6	Rock Music	Development of technology within cultures can influence innovation in music.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning,

MYP design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Music MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

Achievement Level	Level Descriptor			
	Criterion A: Knowing and Understanding	**Criterion B: Developing Skills**	**Criterion C: Thinking Creatively**	**Criterion D: Responding**
1–2	The student: i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language. ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts. iii. demonstrates limited use of acquired knowledge to inform his or her artwork.	The student: i. 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.	The student: i. presents a limited outline of an artistic intention, which may lack clarity or feasibility. ii. presents a limited outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.	The student: i. presents a limited outline of connections and may transfer learning to new settings. ii. creates a limited artistic response that is possibly inspired by the world around him or her. iii. presents a limited evaluation of the artwork of self and others.
3-4	The student: i. 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.	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.	The student: i. presents an adequate outline of a clear and/or feasible artistic intention. ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.	The student: i. presents an adequate outline of connections and occasionally transfers learning to new settings. ii. creates an adequate artistic response that is inspired by the world around him or her to some degree. iii. presents an adequate evaluation of the artwork of self and others.
5-6	The student: i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language. ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts. iii. demonstrates limited use of acquired knowledge to inform his or her artwork.	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.	The student: i. presents a substantial outline of a clear and feasible artistic intention. ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization	The student: i. presents a substantial outline of connections and regularly transfers learning to new settings. ii. creates a substantial artistic response that is considerably 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. 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	The student: i.i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent applic	The student: i. presents an excellent outline of a clear and feasible artistic intention. ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates excellent exploration of ideas through the developmental process to a point of	The student: i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her. iii.

Art MYP Subject Guide

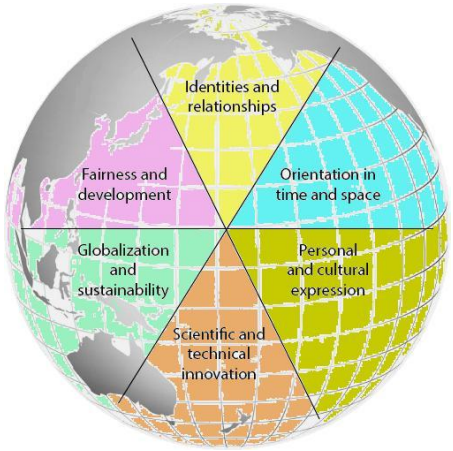
Year 9 Curriculum

Modules	Title	Statement of Enquiry
M1-3	Natural Form & Sustainability	Raising awareness of the changes affecting the natural world can help find sustainable solutions for the future.
M1-6	Architecture	Aesthetic value is perceived through the lens of personal and cultural expression. Appreciation of beauty is impacted by the genre, and/or style of art.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning,

MYP design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Art MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

Achievement Level	Level Descriptor			
	Criterion A: Knowing and Understanding	**Criterion B: Developing Skills**	**Criterion C: Thinking Creatively**	**Criterion D: Responding**
1–2	The student: i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language. ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts. iii. demonstrates limited use of acquired knowledge to inform his or her artwork.	The student: i. 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.	The student: i. presents a limited outline of an artistic intention, which may lack clarity or feasibility. ii. presents a limited outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.	The student: i. presents a limited outline of connections and may transfer learning to new settings. ii. creates a limited artistic response that is possibly inspired by the world around him or her. iii. presents a limited evaluation of the artwork of self and others.
3-4	The student: i. 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.	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.	The student: i. presents an adequate outline of a clear and/or feasible artistic intention. ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.	The student: i. presents an adequate outline of connections and occasionally transfers learning to new settings. ii. creates an adequate artistic response that is inspired by the world around him or her to some degree. iii. presents an adequate evaluation of the artwork of self and others.
5-6	The student: i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language. ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts. iii. demonstrates limited use of acquired knowledge to inform his or her artwork.	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.	The student: i. presents a substantial outline of a clear and feasible artistic intention. ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization	The student: i. presents a substantial outline of connections and regularly transfers learning to new settings. ii. creates a substantial artistic response that is considerably 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. 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.	The student: i.i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent applic	The student: i. presents an excellent outline of a clear and feasible artistic intention. ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.	The student: i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others.

Performing Arts MYP Subject Guide

Year 9 Curriculum

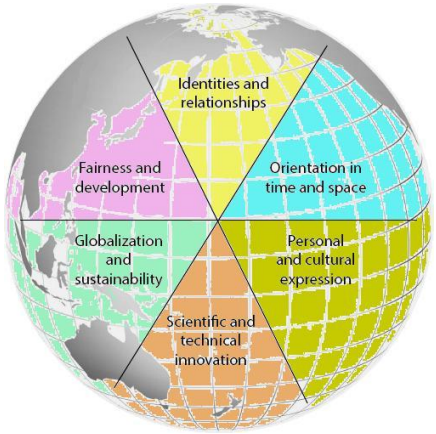
Modules	Title	Statement of Enquiry
M1	DNA- Dennis Kelly	Drama can reflect what is happening in society and how this can have a direct impact on an individual
M2	Hard to Swallow - Mark Wheeller	How can script writers change how people view a topic using other styles of script writing using real words of people to educate an audience
M3	Alice- Laura Wade	How can you show within a performance the key concepts and themes using symbolism
M4	Theatre Practitioners	Developing and pushing boundaries can manipulate an artists' vision and intention and form new styles.
M5+6	Devising from a Stimulus	The process of artistic creation can lead to self discovery

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Performing Arts

Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Representation	Role	Structure



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **Aesthetics, change, Communication & Identity**

Aesthetics ★	Change ★	Communication ★	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity ★	Logic
Perspective	Relationships	Time, place and space	Systems

Global Concepts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning,

MYP Performing Arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Wilmington Academy

Performing Arts MYP Subject Guide

Assessment Criteria Year 3

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

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

Achievement Level	Level Descriptor			
	Criterion A: Knowing and Understanding	Criterion B: Developing Skills	Criterion C: Thinking Creatively	Criterion D: Responding
1-2	The student: i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language. ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts. iii. demonstrates limited use of acquired knowledge to inform his or her artwork	The student: i. 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.	The student: i. presents a limited outline of an artistic intention, which may lack clarity or feasibility. ii. presents a limited outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.	The student: i. presents a limited outline of connections and may transfer learning to new settings. ii. creates a limited artistic response that is possibly inspired by the world around him or her. iii. presents a limited evaluation of the artwork of self and others.
3-4	The student: i. 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.	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.	The student: i. presents an adequate outline of a clear and/or feasible artistic intention. ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.	The student: i. presents an adequate outline of connections and occasionally transfers learning to new settings. ii. creates an adequate artistic response that is inspired by the world around him or her to some degree. iii. presents an adequate evaluation of the artwork of self and others.
5-6	The student: i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language. ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts. iii. demonstrates limited use of acquired knowledge to inform his or her artwork.	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.	The student: i. presents a substantial outline of a clear and feasible artistic intention. ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization	The student: i. presents a substantial outline of connections and regularly transfers learning to new settings. ii. creates a substantial artistic response that is considerably 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. 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.	The student: i.i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent applic	The student: i. presents an excellent outline of a clear and feasible artistic intention. ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions. iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.	The student: i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others.