Language and Literature MYP Subject Guide

Year 8 Curriculum

Module	Title	Statement of Inquiry
1	Literature Through Time - Shakespeare (Much Ado About Nothing)	Communication can be manipulated to make the audience a consumer.
2	Literature Through Time - Shakespeare (Much Ado About Nothing)	Communication can be manipulated to make the audience a consumer.
3	Literature Through Time - Gothic Writing	Creators often craft their work to manipulate their audience.
4	Literature Through Time - War Poetry	Points of view on systems depend on orientation in space and time.
5	Literature Through Time - Modern Novel	Fairness and development are key literary themes in texts that look at global interactions
6	Literature Through Time - Modern Novel	Fairness and development are key literary themes in texts that look at global interactions

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

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?
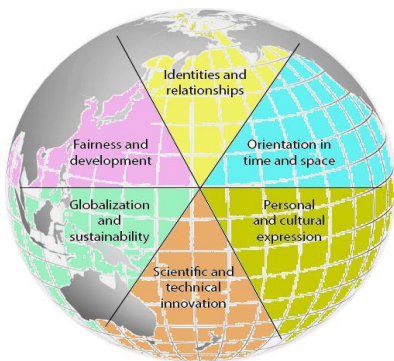• Why do people care about this topic?

MYP Language 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

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

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

Leigh Academy Hugh Christie

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.

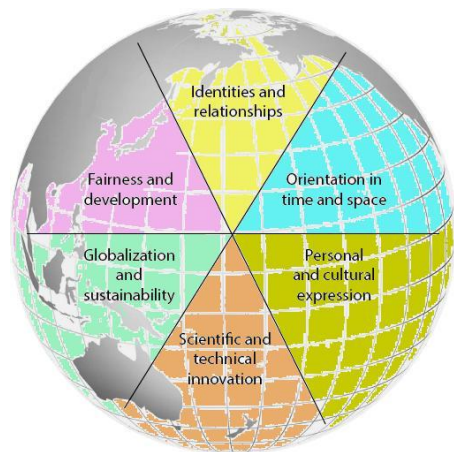| 1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Level Descriptor

level	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 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 or imagination and minimal exploration 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 support 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 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 thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience iii. selects some relevant details and examples to support 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	The student: i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justified opinions and ideas with examples and explanations; uses accurate terminology iv. similarities and differences in features across and within and between texts.	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a 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 or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas.	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 accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts.	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and	The student: i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to support ideas.	The student: i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounced with a high degree of accuracy; errors are minor and

Mathematics MYP Subject Guide

Year 8 Curriculum

	Title	Statement of Inquiry
1	Proportional Reasoning	By exploring the relationships between quantities, we can better understand the concept of equivalence and how it shapes our identities and relationships within various contexts.
2	Algebra Techniques	Producing equivalent forms through simplification can help clarify, solve and create puzzles for future innovation.
3	Representations	Representing patterns and relationships of change as models can help determine the impact of human decision making on the environment.
4	Developing Number	Different forms can be analysed for equivalence and change to better understand development of the world.
5	Developing Geometry	Relationships can be found in natural patterns in time and space.
6	Reasoning with Data	Modelling the relationship between quantities can highlight the development of human life.

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.

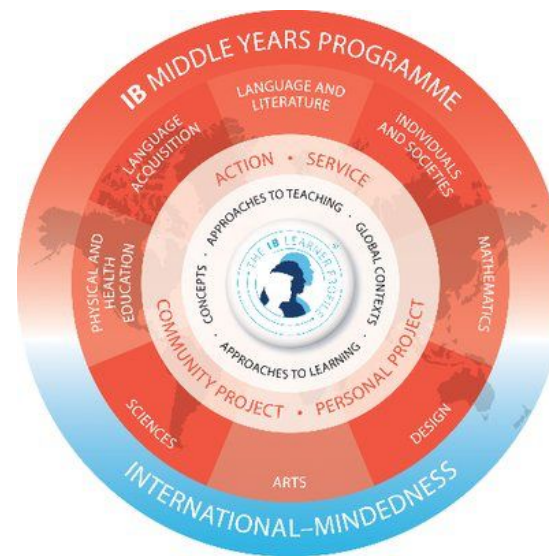| Related concepts in mathematics		
Change	Equivalence	Generalization
Justification	Measurement	Models
Patterns	Quantity	Representation
Simplification	Space	Systems

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	Systems	Time, place and space

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 Descriptor				
level	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.

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

	Title	Statement of Inquiry
1	Unit 6 - Electricity & magnetism / Energy	As humans exploit an increasing range of energy resources how do we rely on scientific and technical innovation. We use the interaction of forces to transform energy to create a more efficient and effective society.
2	Unit 7- Periodic table / metals & acids	Science enables us to change the form and composition of matter into useful and very different materials.
3	Unit 8 - Health & lifestyle	Relating lifestyle choices to health and well being can help to understand the functions of different body systems, the benefits of a balanced diet and the consequences of poor lifestyle choices.
4	Unit 9 - Separating techniques	Understanding the change and interactions when mixtures separate allows for the continuous supply of some raw materials for a variety of functions.
5	Unit 10 - Adaptations & inheritance / Ecosystems	Investigating relationships helps to provide evidence to support evolution of species and possible consequences of these adaptations.
6	Unit 11 -Earth project (optional project)	Landscapes and natural resources are transformed by dynamic systems that are constantly interacting and changing
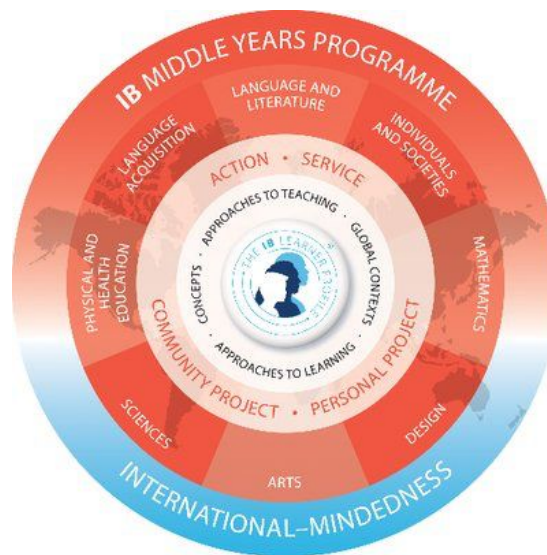
Related Concepts

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

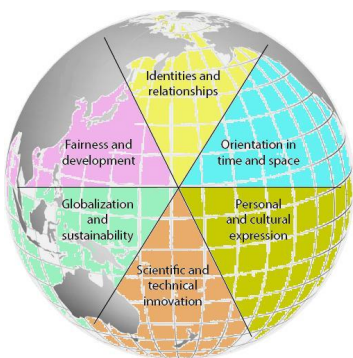| Integrated sciences (drawn from biology, chemistry and physics)			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Global Concepts

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Key Concepts

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

Science MYP Subject Guide

Assessment Criteria

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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 8 German Curriculum

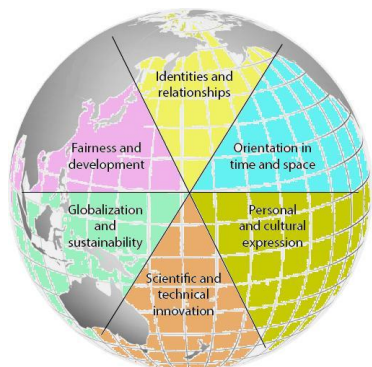|	Title	Statement of Inquiry
1&2	Describing my environment	Understanding that the words I choose can affect how effectively I describe my environment.
3&4	Linguistic conventions	Conventions may determine the way a communication is structured.
5&6	The future	Using patterns and connections in verb formations and sentence structure helps me to talk about the future.

Year 8 Spanish Curriculum

	Title	Statement of Inquiry
1&2	Patterns in sentence formation	Recognising patterns in sentence formation helps to talk about important connections we make in our lives.
3&4	Pronunciation and verb choices	Recognising how the importance of pronunciation and verb choice affects the message I am communicating.
5&6	Technology	Extracting key ideas and information allows me to understand the meaning of more advanced material on technology.

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
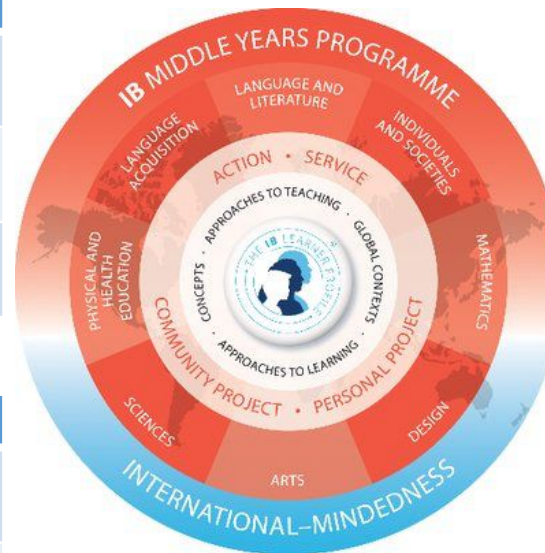
Global Concepts

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• 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

Language Acquisition 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.

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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 8 Curriculum

	Title	Statement of Inquiry
1	The Stuarts	Systems of governance are strongest when they have the support of the people.
2	The Industrial Revolution	Changes in scientific developments and innovations have unequal consequences across society.
3	Empire and Slavery	Governance leads to global interactions between a range of civilisations with varying impacts.
4	Civil Rights: women in the Victorian Era	Fairness and development of systems can change a civilization.
5	World War 1: Causes	Personal and cultural expression can shape global interactions and cause conflict.
6	World War 1: Events and consequences	
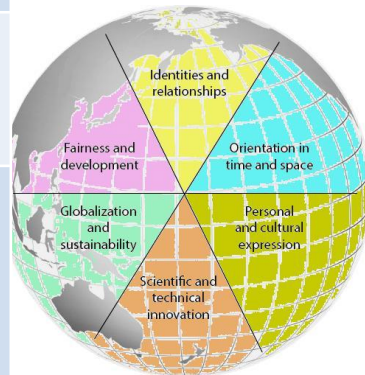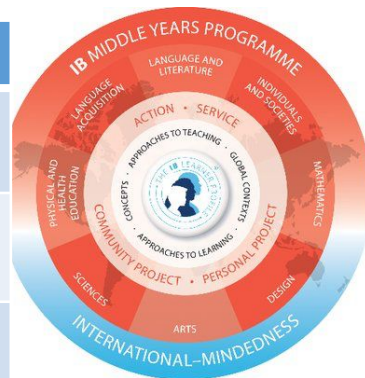
Related Concepts

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

Global Context

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

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

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

Individuals & Societies MYP Subject Guide - History

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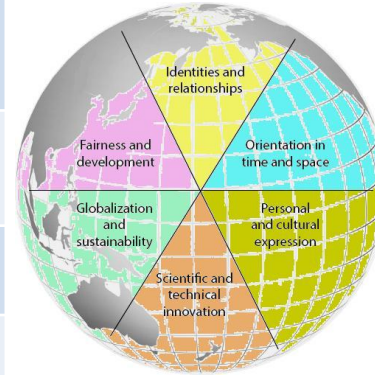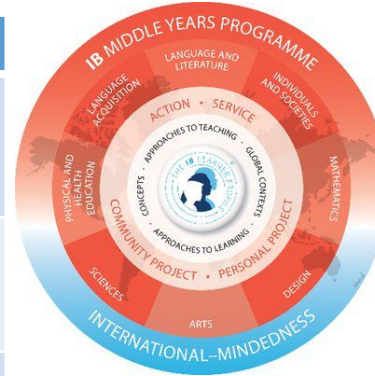
1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: KNOWLEDGE & UNDERSTANDING	Criterion B: INVESTIGATING	Criterion C: COMMUNICATING	Criterion D: THINKING CRITICALLY
1–2	• Recognizes some vocabulary • Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	• Identifies a research question • Follows an action plan in a limited way to explore a research question • Collects and records information, to a limited extent • With guidance, reflects on the research process and results, to a limited extent.	• Communicates information and ideas in a style that is not always clear • Organises information and ideas in a limited way • Inconsistently lists sources, not following the task instructions	• Identifies the main points of ideas, events, visual representation or arguments to a limited extent • Rarely uses information to justify opinions • Identifies the origin and purpose of limited sources/data • Identifies some different views
3-4	• Uses some vocabulary • Demonstrated satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	• Describes the choice of a research question • Partially follows an action plan to explore a research question • Uses a method or methods to collect and record some relevant information • With guidance, reflects on the research process and results with some depth	• Communicates information and ideas in a way that is somewhat clear • Somewhat organises information and ideas • Lists sources in a way that sometimes follows the task instructions	• Identifies some main points of ideas, events, visual representation or arguments • Justifies opinions with some information • Identifies the origin and purpose of sources/data • Identifies some different views and suggests some of their implications
5-6	• Uses considerable relevant vocabulary, often accurately • Demonstrated substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	• Describes the choice of research question in detail • Mostly follows an action plan to explore a research question • Uses method(s) to collect and record often relevant information • Reflects on the research process and results	• Communications information and ideas in a way that is mostly clear • Mostly organises information and ideas • Lists sources in a way that often follows the task instructions	• Identifies the main points of ideas, events, visual representation or arguments • Gives sufficient justification of opinions using information • Identifies the origin and purpose of a range of sources/data • Identifies different views and most of their implications
7-8	• Consistently uses relevant vocabulary accurately • Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	• Explains the choice of a research question • Effectively follows an action plan to explore a research question • Uses methods to collect and record consistently relevant information • Thoroughly reflects on the research process and results	• Communicates information and ideas in a way that is completely clear • Completely organises information and ideas effectively • Lists sources in a way that always follows the task instructions.	• Identifies in detail the main points of ideas, events, visual representation or arguments • Gives detailed justification of opinions using information] • Consistently identifies and analyses a range of sources/data in terms of origin and purpose • Consistently identifies different views and their implications

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

Individuals & Societies MYP Subject Guide - Geography

Year 8 Curriculum

	Title	Statement of Inquiry
1	Tectonics	Governments, communities and individuals can develop strategies for living in hazardous environments and responding to hazards and disasters over time.
2	Resource Pressures	Societies can adopt, adapt or resist significant ideas.
3	Biomes and Rainforests	Human advances in development create opportunities and challenges for the biosphere.
4	Urbanisation	Personal and social perspectives on the process and effects of globalisation reflect local circumstances and values.
5	UK Rivers	Physical systems and processes of rivers have consequences for human life nearby.
6	Global and UK Tourism	Absolute and relative locations have consequences for human and economic 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 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:

Geography		
Causality (cause and consequence)	Culture	Disparity and equity
Diversity	Globalization	Management and intervention
Networks	Patterns and trends	Power
Processes	Scale	Sustainability

Global Context

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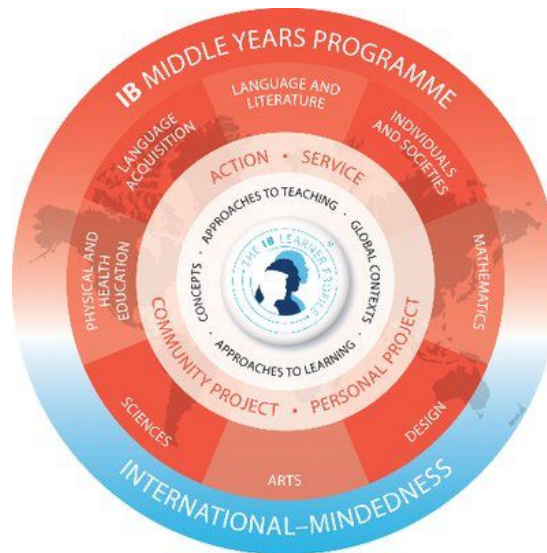
1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: KNOWLEDGE & UNDERSTANDING	Criterion B: INVESTIGATING	Criterion C: COMMUNICATING	Criterion D: THINKING CRITICALLY
1–2	• Recognizes some vocabulary • Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	• Identifies a research question • Follows an action plan in a limited way to explore a research question • Collects and records information, to a limited extent • With guidance, reflects on the research process and results, to a limited extent.	• Communicates information and ideas in a style that is not always clear • Organises information and ideas in a limited way • Inconsistently lists sources, not following the task instructions	• Identifies the main points of ideas, events, visual representation or arguments to a limited extent • Rarely uses information to justify opinions • Identifies the origin and purpose of limited sources/data • Identifies some different views
3-4	• Uses some vocabulary • Demonstrated satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	• Describes the choice of a research question • Partially follows an action plan to explore a research question • Uses a method or methods to collect and record some relevant information • With guidance, reflects on the research process and results with some depth	• Communicates information and ideas in a way that is somewhat clear • Somewhat organises information and ideas • Lists sources in a way that sometimes follows the task instructions	• Identifies some main points of ideas, events, visual representation or arguments • Justifies opinions with some information • Identifies the origin and purpose of sources/data • Identifies some different views and suggests some of their implications
5-6	• Uses considerable relevant vocabulary, often accurately • Demonstrated substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	• Describes the choice of research question in detail • Mostly follows an action plan to explore a research question • Uses method(s) to collect and record often relevant information • Reflects on the research process and results	• Communications information and ideas in a way that is mostly clear • Mostly organises information and ideas • Lists sources in a way that often follows the task instructions	• Identifies the main points of ideas, events, visual representation or arguments • Gives sufficient justification of opinions using information • Identifies the origin and purpose of a range of sources/data • Identifies different views and most of their implications
7-8	• Consistently uses relevant vocabulary accurately • Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	• Explains the choice of a research question • Effectively follows an action plan to explore a research question • Uses methods to collect and record consistently relevant information • Thoroughly reflects on the research process and results	• Communicates information and ideas in a way that is completely clear • Completely organises information and ideas effectively • Lists sources in a way that always follows the task instructions.	• Identifies in detail the main points of ideas, events, visual representation or arguments • Gives detailed justification of opinions using information] • Consistently identifies and analyses a range of sources/data in terms of origin and purpose • Consistently identifies different views and their implications

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

Design (IT) MYP Subject Guide

Leigh Academy Hugh Christie

Unit	Title	Statement of Inquiry
1	E-Safety and Hacking	Understanding the principles of safety is crucial for developing strategies to protect systems and ensure their ethical use world
2	Scratch	The creation of robust systems is essential for developing innovative solutions to complex problems.
3	Python	We can adapt systems and solve problems that will benefit everyone globally

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.
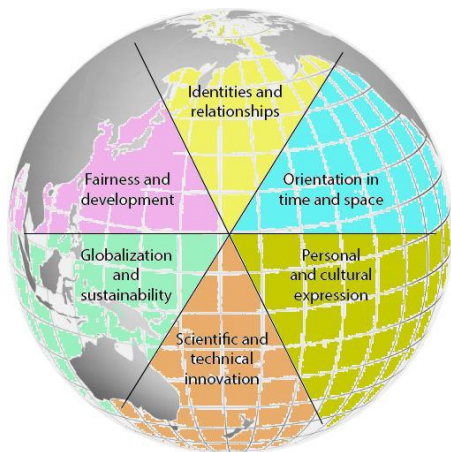
MYP design can develop meaningful explorations of:
- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

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

Design (IT) MYP Subject Guide

Assessment Criteria

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.

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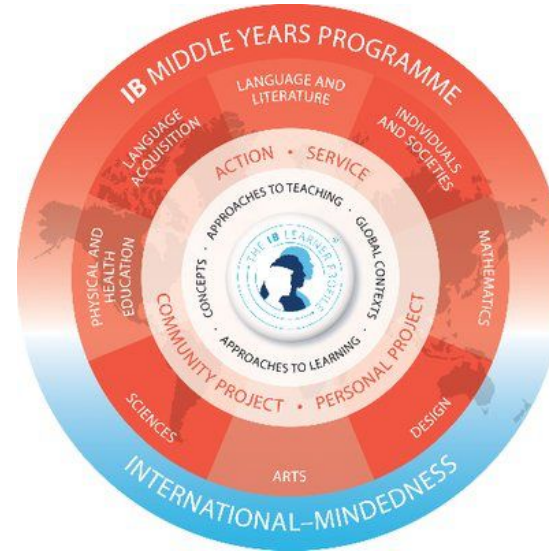| 1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

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 product that inspires a solution to the problem iv. presents 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 correctly interpreted by others Iii. Presents the chosen design describing key features iiii. Creates an planning drawing/diagram which outlines the main details for the making of the chosen solution.	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 presented appropriately iv. lists the changes made to the chosen design and plan when making the solution	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. outlines the impact of the solution on the client/target audience.

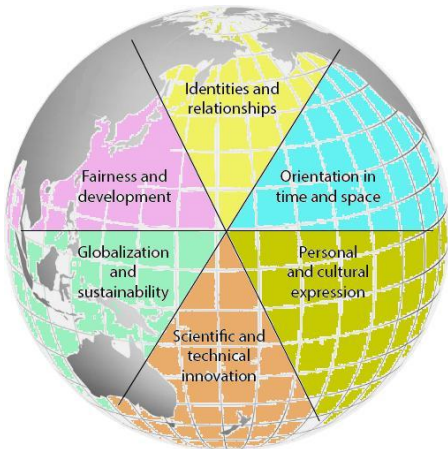# Design (DT) MYP Subject Guide

Year 8 Curriculum

Modules on rotation	Title	Statement of Inquiry
M1-6 Food	Special diets	Exploring advancements in food technology enhances our culinary skills, fostering creativity and efficiency in cooking practices to better implement healthier choices and special diets.
M1-6 Product Design	Mechanical advert toy	The principles of movement can be applied in the design and creation of items that enhance learning and understanding of motion.
M1-6 Textiles	CAD/CAM environmental bag project	Designers adapt the form in which information is communicated in order to make it accessible to the end-user.

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.

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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	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 product that inspires a solution to the problem iv. presents 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 correctly interpreted by others Iii. Presents the chosen design describing key features iiii. Creates an planning drawing/diagram which outlines the main details for the making of the chosen solution.	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 presented appropriately iv. lists the changes made to the chosen design and plan when making the solution	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. outlines the impact of the solution on the client/target audience.

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

PE and Health MYP Subject Guide

Leigh Academy Hugh Christie

	Title	Statement of Inquiry
1	Demonstrating Personal Improvement	Our personal health and fitness choices can lead to positive changes that enhance our well-being.
2	Developing skills, roles and techniques (Winter sports)	The development of specific skills and techniques in sports enhances movement and function which allows us to perform effectively during periods of competition and cooperation.
3	Range of tactics and strategies	Effective tactical decisions in team sports depend on players' understanding of spatial relationships and their interactions with one another in space and time.
4	Performing in aesthetics activities	Effective communication involves understanding balance, space and movement, reflecting both personal expression and cultural influences.
5	Problem solving	Communication can help to adapt tactics and overcome challenges.
6	Developing skills, roles and techniques (Summer sports)	Adaptations occur when we focus on the development and refinement of skills and techniques.
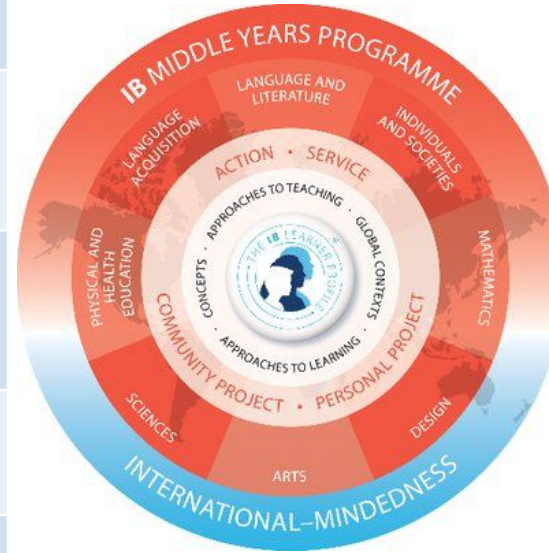
Related Concepts

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

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

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

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

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:

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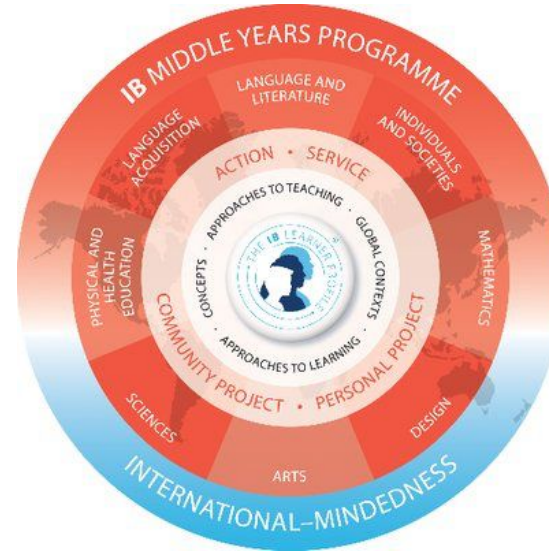
1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

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 some factual, procedural and conceptual knowledge ii. identifies knowledge to outline issues iii. recalls terminology.	i. states a goal to enhance performance ii. states a plan for improving physical activity and health.	i. recalls limited skills and techniques ii. recalls limited strategies and movement concepts iii. recalls limited information to perform.	i. identifies a strategy to enhance interpersonal skills ii. identifies the effectiveness of a plan iii. outlines performance
3-4	i. recalls factual, procedural and conceptual knowledge ii. identifies to outline issues and suggest solutions to problems set in familiar situations iii. applies terminology to communicate understanding with limited success.	i. defines a goal to enhance performance ii. outlines a basic plan for improving physical activity and health.	i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. recalls some information to perform.	i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. describes performance.
5-6	i. states factual, procedural and conceptual knowledge ii. identifies knowledge to outline issues and solve problems set in familiar situations iii. applies terminology to communicate understanding.	i. lists goals to enhance performance ii. outlines a plan for improving physical activity and health.	i. recalls and applies some skills and techniques ii. recalls and applies some strategies and movement concepts iii. recalls and applies some information to perform effectively	i. identifies and sometimes demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan iii. outlines and summarizes performance
7-8	i. outlines factual, procedural and conceptual knowledge ii. identifies knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding	i. identifies goals to enhance performance ii. constructs a plan for improving physical activity and health.	i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.	i. identifies and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. describes and summarizes performance.

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

Music MYP Subject Guide

Year 8 Curriculum

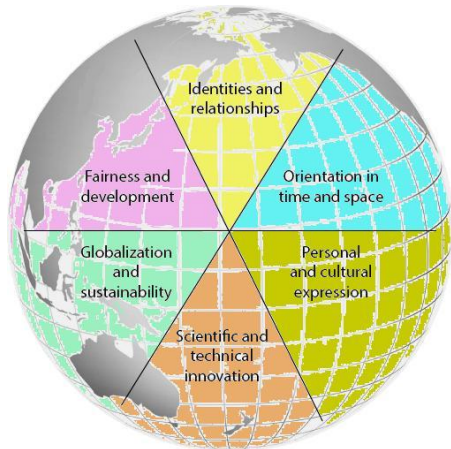| Modules	Title	Statement of Inquiry
M1-3	Gamelan	The way we structure and organise music can express beauty
M1-6	Music	Communicating a narrative through music can transcend language or culture

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.

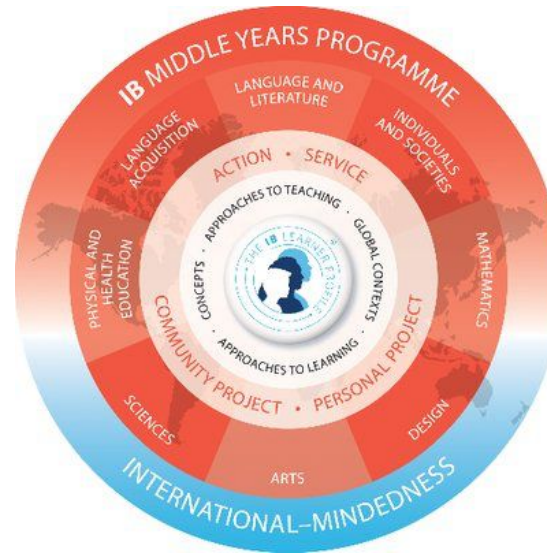| 1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

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 awareness of the art form studied, including limited use of appropriate language. ii. demonstrates limited awareness of the relationship between the art form and its context. iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.	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. identifies a limited artistic intention. ii. identifies limited alternatives and perspectives. iii. demonstrates limited exploration of ideas	The student: identifies limited connections between art forms, art and context, or art and prior learning. ii. demonstrates limited recognition that the world contains inspiration or influence for art. iii. presents a limited evaluation of certain elements of artwork.
3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language. ii. demonstrates adequate awareness of the relationship between the art form and its context. iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	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. identifies a adequate artistic intention. ii. identifies adequate alternatives and perspectives. iii. demonstrates adequate exploration of ideas	identifies adequate connections between art forms, art and context, or art and prior learning. ii. demonstrates adequate recognition that the world contains inspiration or influence for art. iii. presents an adequate evaluation of certain elements of artwork.
5-6	The student: i. i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language. ii. demonstrates substantial awareness of the relationship between the art form and its context. iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	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. identifies a substantial artistic intention. ii. identifies substantial alternatives and perspectives. iii. demonstrates substantial exploration of ideas	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning. ii. demonstrates substantial recognition that the world contains inspiration or influence for art. iii. presents a substantial evaluation of certain elements of artwork.
7-8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context. iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	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. identifies an excellent artistic intention. ii. identifies excellent alternatives and perspectives. iii. demonstrates excellent exploration of ideas	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.

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

Art MYP Subject Guide

Year 8 Curriculum

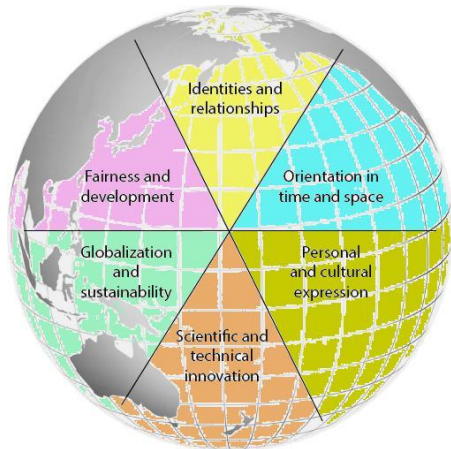| Modules	Title	Statement of Inquiry
M1-3	Portraiture: Beyond the Representational	Cultural connections impact psychological development and well-being.
M3-6	The High Street	Investigating communities can help us to understand how relationships build strong audiences.

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 **culture, communities, development**, and **relationships**.

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

Global Context

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.

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Art MYP Subject Guide

Assessment Criteria

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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 awareness of the art form studied, including limited use of appropriate language. ii. demonstrates limited awareness of the relationship between the art form and its context. iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.	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. identifies a limited artistic intention. ii. identifies limited alternatives and perspectives. iii. demonstrates limited exploration of ideas	The student: identifies limited connections between art forms, art and context, or art and prior learning. ii. demonstrates limited recognition that the world contains inspiration or influence for art. iii. presents a limited evaluation of certain elements of artwork.
3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language. ii. demonstrates adequate awareness of the relationship between the art form and its context. iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	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. identifies a adequate artistic intention. ii. identifies adequate alternatives and perspectives. iii. demonstrates adequate exploration of ideas	identifies adequate connections between art forms, art and context, or art and prior learning. ii. demonstrates adequate recognition that the world contains inspiration or influence for art. iii. presents an adequate evaluation of certain elements of artwork.
5-6	The student: i. i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language. ii. demonstrates substantial awareness of the relationship between the art form and its context. iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	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. identifies a substantial artistic intention. ii. identifies substantial alternatives and perspectives. iii. demonstrates substantial exploration of ideas	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning. ii. demonstrates substantial recognition that the world contains inspiration or influence for art. iii. presents a substantial evaluation of certain elements of artwork.
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Performing Arts MYP Subject Guide

Year 8 Curriculum

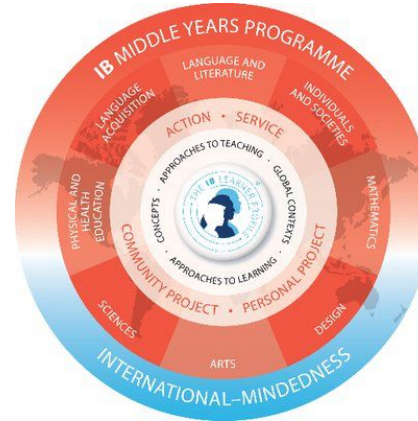| Mod	Title	Statement of Inquiry
M1	Advertising	Persuasive language communicates to an audience for the purpose of influencing our concepts of who we are and varies with context.
M2	Missing/Crime	The aesthetics in the style of physical theatre and its presentation relate to a group's understanding of their own personal and cultural expression.
M3	Scriptwriting	Narrative can be used to express identity, power and privilege.
M4	Macbeth	Taking a key role within a group can offer alternative interpretations of identities and relationships within a scripted performance.
M5	Blood Brothers	Understanding plot and developing character is key when communicating your interpretation of a character's status or position within the piece, including their relationships with others and their identity.
M6	Genres	An overall group understanding of aesthetics and genre is needed when consolidating and developing drama skills.

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

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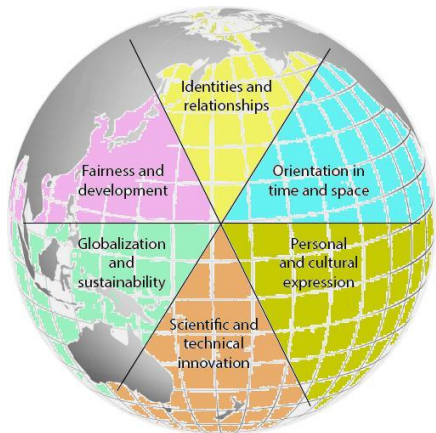
Global Concepts

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MYP Performing Arts can develop meaningful explorations of:
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Performing Arts MYP Subject Guide

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