



Year 10 Unit Outlines Semester 2

ARTS

Dance – Performance Application and Techniques

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- **Criterion A: Knowing and understanding.** Students demonstrate knowledge and understanding of the art form studied, including concepts, processes, the use of subject specific terminology and the role of the art form in original or displaced contexts. Students demonstrate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
- **Criterion B: Developing Skills.** Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- **Criterion C: Thinking creatively.** Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- **Criterion D: Responding.** Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
The Mediums of Dance Statement of Inquiry: When we create a dance sequence, we can use elements of dance to create aesthetic representations to communicate.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Weekly reflections in process journal	Ongoing
Large group composition	Week 10
Research assignment	Week 11
Individual set dance	Week 14
Small group composition	Week 18

Drama - Independent Unit

MYP Assessment Criteria

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- Criterion B: Developing Skills. Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- Criterion C: Thinking creatively. Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- Criterion D: Responding. Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
Devising and Analysing Original Works Statement of Inquiry: Theatrical form guides the creative process and structure of a work, which shapes presentation and audience impact.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Collaborative theatre	Ongoing
Individual Learning Project	Week 11
Duologue Performance	Week 13
Group Performance	Week 18

Music: The Sound of Musicals

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Units of Inquiry	
Musical Theatre Performance; Persuasive Writing; Song Composition; Ensemble Performance	
Statements of Inquiry:	
<ul style="list-style-type: none"> • Reflection of the show’s identity is vital when communicating musical theatre to an audience. • Genre and regular changes in structure are key components of a successful musical • Creativity can be explored and expressed in composition. • Communication between musicians is important in presenting an aesthetically pleasing performance. 	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Musical Theatre Performance	Week 6
Persuasive Writing	Week 10
Song Composition	Week 14
Ensemble Performance	Week 18

Visual Arts - Images with Impact

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Units of Inquiry	
Images with Impact Statement of Inquiry: The way we express our ideas impacts our community.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Course work effort	Ongoing
Process Journal	Ongoing
Arts Analysis - Research Task	Week 8
Practical projects	Week 4, 7, 12, 17
Compare & Contrast - Written analysis	Week 15

DESIGN

Digital Designers

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Accessible and inclusive design Statement of Inquiry: Inclusion through innovation strengthens and improves communities.	
Game design Statement of Inquiry: Creativity plays an important role in supporting ritual and play. Students will develop and practice new competencies within digital game design to provide learning opportunities for others.	
Technology, Ethics and Security Statement of Inquiry: Ethical interactions with changing technology will increase our ability to safely function within the digital world.	
New Media Statement of Inquiry: Exploration of New Media is a way to promote a vision for a hopeful future. The form and function of New Media is harnessed to convey a message to a specific audience.	
Assessment Task	Due Date
Accessible and inclusive design project	Week 4
Game Design	Week 8
Technology, Ethics and Security reflection	Week 12
Media Plan and Campaign	Week 16

Food Technology: Cooking for Others

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Units of Inquiry	
Cooking for Special Dietary Requirements Statement of Inquiry: Adapting trends in nutrition can influence lifestyle choices to assist with maintaining health and wellbeing.	
Food for Special Occasions Statement of Inquiry: Systems and collaboration are the foundation of catering for special occasions in a sustainable manner.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Hygiene, Health and Safety Booklet	Week 3
Product and Design Folio	Week 8
Product and Design Folio	Week 16
Practicals and Reflection Journal	Week 18

Product Design 2

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- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Design Statement of Inquiry: Products are the result of technological developments which influence resource management and impact on invention and function for user.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Design Task 1	Week 7
Design Task 2	Week 14
Design Task 3	Week 19

Textile Technology

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- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Welcome to Textile Art Statement of Inquiry: Textile Art use available resources to communicate personal and cultural expression.	
Sub-Culture's influence on Fashion Statement of Inquiry: Communities can influence markets and trends through personal and cultural expression.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Product and Design Portfolio	Week 7
Product and Design Portfolio	Week 17
Reflection Journal	Week 18

INDIVIDUALS AND SOCIETIES

Individuals and Societies

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students use a wide range of terminology in context. Students demonstrate knowledge and understanding of subject-specific content and concepts, through developed descriptions, explanations and examples.
- Criterion B: Investigating - Students formulate/choose a clear and focused research question, explaining its relevance. Students formulate and follow an action plan to investigate a research question. Students use methods to collect and record relevant information. Students evaluate the process and results of the investigation, with guidance.
- Criterion C: Communicating - Students communicate information and ideas in a way that is appropriate for the audience and purpose. Students structure information and ideas according to the task instructions. Students create a reference list and cite sources of information.
- Criterion D: Thinking critically - Students analyse concepts, issues, models, visual representation and/or theories. Students summarize information to make valid, well-supported arguments. Students analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations. Students recognize different perspectives and explain their implications.

Units of Inquiry	
Geographies of Human Wellbeing Statement of Inquiry: Where you live can determine how you live.	
Popular Culture Statement of Inquiry: Culture helps identify the values of each generation and drives revolution and innovation.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Inquiry Presentation	Week 4
Knowledge and Understanding Test	Week 9
Artefact report	Weeks 14 and 15

Psychology

MYP Assessment Criteria

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- Criterion B: Investigating - Students formulate/choose a clear and focused research question, explaining its relevance. Students formulate and follow an action plan to investigate a research question. Students use methods to collect and record relevant information. Students evaluate the process and results of the investigation, with guidance.
- Criterion C: Communicating - Students communicate information and ideas in a way that is appropriate for the audience and purpose. Students structure information and ideas according to the task instructions. Students create a reference list and cite sources of information.
- Criterion D: Thinking critically - Students analyse concepts, issues, models, visual representation and/or theories. Students summarize information to make valid, well-supported arguments. Students analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations. Students recognize different perspectives and explain their implications.

Unit of Inquiry	
Introduction to Psychology Statement of Inquiry: Psychology attempts to answer questions about the nature of human thought and behaviour by analysing learning, motivation, development, social interaction and illness.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
In class Quiz	Week 8
Peer group study	Week 12
Abnormal Psychology Essay	Week 16

LANGUAGE ACQUISITION

French

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion B: Comprehending written and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand basic conventions including aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to spoken and/or written and/or visual text. Students interact in rehearsed and unrehearsed exchanges. Students communicate with a sense of audience and purpose.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Environment Statement of Inquiry: Communicating our point of view relating to environmental issues is developed through understanding purpose.	
Celebrations Statement of Inquiry: Our identity and cultural understanding can be conveyed through our message to an audience.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Environment Listening task	Week 5
Environment Speaking task	Week 7
Reading task	Week 15
Writing task	Week 16

Indonesian

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- Criterion B: Comprehending written and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand basic conventions including aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to spoken and/or written and/or visual text. Students interact in rehearsed and unrehearsed exchanges. Students communicate with a sense of audience and purpose.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Lingkungan kita- Our Environment Statement of Inquiry: Communicating our point of view relating to environmental issues is developed through understanding purpose.	
Upacara dan Perayaan- Celebration and Ceremonies Statement of Inquiry: Parallels between cultures celebrations may demonstrate the commonality of humanity.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening test	Week 5
Speaking test	Week 7
Reading test	Week 15
Writing test	Week 16

Japanese

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Units of Inquiry	
Environment Statement of Inquiry: By sharing messages through language we develop environmental sustainability. (Phase 1 and 2) By sharing messages through language, we communicate and develop environmental sustainability principles. (Phase 3)	
Homestay Statement of Inquiry: The communication of rules is used to maintain fairness and development.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening test	Week 5
Writing test	Week 7
Speaking test	Week 9
Reading test	Week 15

LANGUAGE & LITERATURE

Crime Fiction

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Analysing - Students identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts. Students identify and explain the effects of the creator's choices on an audience. Students justify opinions and ideas, using examples, explanations and terminology. Students interpret similarities and differences in features within and between genres and texts.
- Criterion B: Organizing - Students employ organizational structures that serve the context and intention. Students organize opinions and ideas in a coherent and logical manner. Students use referencing and formatting tools to create a presentation style suitable to the context and intention.
- Criterion C: Producing text - Students produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process. Students make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Students select relevant details and examples to develop ideas.
- Criterion D: Using language - Students use appropriate and varied vocabulary, sentence structures and forms of expression. Students write and speak in an appropriate register and style. Students use correct grammar, syntax and punctuation. Students spell (alphabetic languages), write (character languages) and pronounce with accuracy. Students use appropriate non-verbal communication techniques.

Units of Inquiry	
Crime Fiction Statement of Inquiry: Structure and style in the crime genre allows the reader to make connections with the author's motivations.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Oral Presentation	Week 3-5
Literary Analysis	Week 9
Creative Writing	Week 14

Horror

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Units of Inquiry	
Horror Statement of Inquiry: Horror explores the concept of humanity, the cause of human fears, imagination and how the reader deals with their own fear and emotional reaction.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Oral Presentation	Week 3-5
Literary Analysis	Week 9
Creative Writing	Week 14

Pictures Tell the Story

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- **Criterion D: Using language** - Students use appropriate and varied vocabulary, sentence structures and forms of expression. Students write and speak in an appropriate register and style. Students use correct grammar, syntax and punctuation. Students spell (alphabetic languages), write (character languages) and pronounce with accuracy. Students use appropriate non-verbal communication techniques.

Units of Inquiry	
Pictures Tell the Story Statement of Inquiry: Images can convey meaning and information more concisely and powerfully than text alone.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Oral Presentation	Week 3-5
Literary Analysis	Week 9
Creative Writing	Week 14

Science Fiction

MYP Assessment Criteria

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Units of Inquiry	
Science Fiction Statement of Inquiry: Science Fiction presents perspectives on universal themes relating to what it means to be human in a functioning society.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Oral Presentation	Week 3-5
Literary Analysis	Week 9
Creative Writing	Week 14

MATHEMATICS

Advance Mathematics

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding – Students select appropriate mathematics when solving problems in both familiar and unfamiliar situations. Students apply the selected mathematics successfully when solving problems. Students solve problems correctly in a variety of contexts.
- Criterion B: Investigating patterns – Students select and apply mathematical problem-solving techniques to discover complex patterns. Students describe patterns as general rules consistent with findings. Students prove, or verify and justify, general rules.
- Criterion C: Communicating – Students use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations. Students use appropriate forms of mathematical representation to present information. Students move between different forms of mathematical representation. Students communicate complete, coherent and concise mathematical lines of reasoning. Students organize information using a logical structure.
- Criterion D: Applying mathematics in real-life contexts – Students identify relevant elements of authentic real-life situations. Students select appropriate mathematical strategies when solving authentic real-life situations. Students apply the selected mathematical strategies successfully to reach a solution. Students justify the degree of accuracy of a solution. Students justify whether a solution makes sense in the context of the authentic real-life situation.

Units of Inquiry	
Simultaneous equations and Inequalities Statement of inquiry: Students will be able to solve simultaneous equations using different methods, Understand/represent inequal mathematical relationships and solve inequalities.	
Probability Statement of inquiry: Able to calculate the probabilities of different types of events associated with different conditions.	
Statistics Statement of inquiry: Students will understand how to critically evaluate and present information through logical analysis of data to support decision making processes.	
Non-linear relationships Statement of inquiry: Students will be able to draw non-linear graphs of parabolas, exponentials, circles and hyperbolas; and be able to solve non-linear equations algebraically and graphically.	
Trigonometry Statement of inquiry: Students will be able to understand conventional and true bearings and apply bearings to solve trigonometric problems.	
Logarithm Statement of inquiry: Students understands the relationship between exponential and logarithmic expressions. Able to apply logarithmic laws to numerical and algebraic expressions.	
Assessment Task	Due Date
Formative assessments – Ongoing class tasks and class participation, including peer and individual feedback on progress.	
Summative Assessments	Due by
Simultaneous equations and Inequalities	Week 3
Probability	Week 6
Statistics	Week 9
Non-linear relationships	Week 14
Trigonometry	Week 16
Logarithm	Weeks 17-18 (Class work and Formative Assessments)

Mathematics

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- Criterion B: Investigating patterns – Students select and apply mathematical problem-solving techniques to discover complex patterns. Students describe patterns as general rules consistent with findings. Students prove, or verify and justify, general rules.
- Criterion C: Communicating – Students use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations. Students use appropriate forms of mathematical representation to present information. Students move between different forms of mathematical representation. Students communicate complete, coherent and concise mathematical lines of reasoning. Students organize information using a logical structure.
- Criterion D: Applying mathematics in real-life contexts – Students identify relevant elements of authentic real-life situations. Students select appropriate mathematical strategies when solving authentic real-life situations. Students apply the selected mathematical strategies successfully to reach a solution. Students justify the degree of accuracy of a solution. Students justify whether a solution makes sense in the context of the authentic real-life situation.

Units of Inquiry	
Simultaneous equations and Inequalities Statement of inquiry: Students will be able to solve simultaneous equations using different methods, Understand/represent inequal mathematical relationships and solve inequalities.	
Probability Statement of inquiry: Able to calculate the probabilities of different types of events associated with different conditions.	
Statistics Statement of inquiry: Students will understand how to critically evaluate and present information through logical analysis of data to support decision making processes.	
Non-linear relationships Statement of inquiry: Students will be able to draw non-linear graphs non-linear equations and solve non-linear equations algebraically and graphically.	
Trigonometry Statement of inquiry: Students will be able to understand conventional and true bearings and apply bearings to solve trigonometric problems.	
Logarithm Statement of inquiry: Students understands the relationship between exponential and logarithmic expressions. Able to apply logarithmic laws to numerical and algebraic expressions.	
Assessment Task	Due Date
Formative assessments – Ongoing class tasks and class participation, including peer and individual feedback on progress.	
Summative Assessments	Due by
Simultaneous equations and Inequalities	Week 3
Probability	Week 6
Statistics	Week 9
Non-linear relationships	Week 14
Trigonometry	Week 16

PHYSICAL & HEALTH EDUCATION

Advanced Outdoor Education

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Winter Sports Statement of Inquiry: Identities and relationships are formed through connections between people through an inquiry into the importance of open communication.	
Canyoning Statement of Inquiry: Students will learn that communication and connections are a vital part of establishing safe practices through an inquiry into identities and environment.	
Fitness Statement of Inquiry: Performers respond and adapt to changing environments, challenges and situations.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Fitness - each week	Ongoing
Cross Country Ski Camp	Week 8
Research/Presentation Assignment	Week 10
Canyoning Camp	Week 17

Court Sports

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Statement of Inquiry: Working in team environments requires communication to be able to work with others in different spaces and at different times.	
Practical units - To be negotiated with the classroom teacher.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Practical performance, reflection and planning	Ongoing
Planning for performance	Ongoing
Performance in practical lessons	Ongoing
Reflections	Ongoing
9 Health- Drugs and Alcohol Test	Week 3
Research task	Week 15

Girls Group Elective

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Practical Statement of Inquiry: Performers respond and adapt to changing environments, challenges and situations. We develop an understanding of sense of self and limitations to refine and adapt to the environment and conditions.	
Theory Statement of Inquiry: Students understand the consequences of how exercise and dietary choices impact on the relationship between health components.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Performance in practical lessons	Ongoing
Reflections	Ongoing
Health - Human Movement Test	Week 3
Fitness program	Week 6
Research task	Week 15

Hold it and Hit it - ASSESSMENT CALENDAR

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Practical units - To be negotiated with the classroom teacher. Statement of Inquiry: We develop our understanding of striking unfamiliar objects acknowledging the changes required to perform different movement sequences.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Practical performance, reflection and planning	Ongoing
Planning for performance	Ongoing
Performance in practical lessons	Ongoing
Reflections	Ongoing
9 Health- Drugs and Alcohol Test	Week 3
Research task	Week 15

Outdoor Education

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Practical - Rock Climbing, Abseiling, Caving, Water Safety, Surfing Statement of Inquiry: Performance in Outdoor Education requires the ability to respond and adapt to changing environments, challenges and situations.	
Theory Units - Caving, Surfing, Water Safety Statement of Inquiry: Relationships are crucial to effective participation in Outdoor Education activities through and inquiry into balanced partnerships and appreciation of others perspectives.	
Health - Human Movement, Drugs and Alcohol. Statements of Inquiry: <ul style="list-style-type: none"> • We explore the functions of body systems that support physical well being. • Students understand the changes and consequences that alcohol and other substances have on how their body works. 	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Fitness	Ongoing
Term 3 Camp	Week 9
Term 3 Test	Week 10
Term 4 Camp	Week 18
Term 4 Test	Week 18

Personal Fitness

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Self Assessment & Mental Fitness Statement of Inquiry: We develop an understanding of sense of self and limitations to refine and adapt to the environment and conditions.	
Individual Fitness Statement of Inquiry: Performers respond and adapt to changing personal health needs, challenges and individual goals and aspirations.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Performance in practical lessons	Ongoing
10 Health - Human Movement Test	Week 3
Exercise variations	Week 10
Personal change fitness program	Week 15

SCIENCES

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students explain scientific knowledge. Students apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. Students analyse and evaluate information to make scientifically supported judgments.
- Criterion B: Inquiring and designing - Students explain a problem or question to be tested by a scientific investigation. Students formulate a testable hypothesis and explain it using scientific reasoning. Students explain how to manipulate the variables and explain how data will be collected. Students design scientific investigations.
- Criterion C: Processing and evaluating - Students present collected and transformed data. Students interpret data and explain results using scientific reasoning. Students evaluate the validity of a hypothesis based on the outcome of the scientific investigation. Students evaluate the validity of the method. Students explain improvements or extensions to the method.
- Criterion D: Reflecting on the impacts of science - Students explain the ways in which science is applied and used to address a specific problem or issue. Students discuss and evaluate the various implications of using science and its application to solve a specific problem or issue. Students apply scientific language effectively. Students document the work of others and sources of information used.

Units of Inquiry	
Atoms and the Periodic Table Statement of Inquiry: Students will understand that chemical reactions have predictable outcomes through inquiry into the patterns in the periodic table and analysis of different types of reaction.	
Global Systems Statement of Inquiry: Students will understand that human activities have consequences for Earth's climate through inquiry into evidence of global interactions between cycles over time.	
Cosmology Statement of Inquiry: Students will understand that human activities have consequences for Earth's climate through inquiry into evidence of global interactions between cycles over time.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Test: Atomic Theory, Bonding, and Reaction Kinetics	Week 5
Assignment: Reaction Kinetics	Week 6
Test: Organic Chemistry	Week 10
Assignment: Climate Change Written Response	Week 13