



## Year 10 Unit Outlines Semester 2

### ARTS

#### Dance

##### 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	
Elements of composition Statement of Inquiry: Mediums and tools must change along with the times to stay relevant in society.	
Choreographic devices Statement of Inquiry: Representations express a recurring sentiment through time and space.	
Indigenous cultural dance Statement of Inquiry: Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics.	
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
Elements of composition presentation/teaching task	Week 2
Elements of dance analysis	Week 3
Group composition	Week 9

# Drama

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- 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: 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
Performance task 1 – Script Performance and Presentation to a public audience	Week 10
Performance Task 2 – Script in class Performance	Week 15
Script Assignment	Week 16

# Music: All You Need Is Music

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- 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	
Performance; Creative Arrangement; Song Analysis; Song Composition	
Statements of Inquiry:	
<ul style="list-style-type: none"> <li>• Communication is key in delivering an aesthetically pleasing ensemble performance to an audience</li> <li>• In order to express a specific style/genre of music, creativity should be explored when making an arrangement of a song.</li> <li>• Identity can be portrayed in various ways when composing a song with a narrative.</li> </ul>	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Ensemble Performance	Week 4
Arrangement	Week 8
Song Analysis	Week 12
Performance 2	Week 14
Composition	Week 18

# 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 develop 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	
Digital systems and data Statement of Inquiry: There are benefits of mastering generic and transferable computing skills in modern society.	
Contemporary I.T. Issues Statement of Inquiry: We must apply understanding of current I.T. environments to develop safe and efficient technology use.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Design a digital game	Week 5
Technology, Ethics and Security reflection	Week 9
Media plan and campaign	Week 15

# Food Technology: Methods for Recipe Design

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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	
Methods of Cookery; Baking Challenge; Cupboard Challenge Statement of Inquiry: The purpose of food should shape the methods of cooking it.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Methods of Cookery	Week 7
Baking Challenge	Week 12
Cupboard Challenge	Week 16
Workflows and Demonstration Grids	Week 16
Practical Assessments	Week 17

# Information Technology

## 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 develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing an Idea - Students analyse a group of similar products that inspire a solution to the problem. Students presents the chosen design and outlines the reasons for its selection with reference to the design specification. Students develops accurat
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follows the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen desig
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students describe how the solution could be improved.

Units of Inquiry	
Software Applications & Associated Hardware Statement of Inquiry: There are benefits of mastering generic and transferable computing skills in modern society.	
Contemporary I.T. Issues Statement of Inquiry: We must apply understanding of current I.T. environments to develop safe and efficient technology use.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Software Application Formatting	Week 4
Internet & Networking Knowledge Assessment	Week 10
Justified White Box System Build	Week 13
Touch Typing - Project Management Process	Week 15
I.T. Issues Report	Week 16

# Textile Technology

## MYP Assessment Criteria

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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	
<b>It's Showtime – Fashion, Art and Pop Culture</b>	
<u>Unit 1</u> - Students will explore the link between what we wear and culture. Everywhere in the world, people make daily decisions about what to wear or how to dress. In this course we will investigate the influence of mediated globalisation on these daily dress decisions by exploring how magazines, television and cinema influence a sense of cultural identity and how this identity is then expressed through fashion or style of dress. The students will create a fashion item based on a specific influence.	
<u>Unit 2</u> - In this unit students will investigate costume design and explain the creative process of design used in the work of textile designers. They will analyse the influence of historical, cultural and contemporary perspectives on textile design, construction and use. Students will select and use appropriate technology to creatively document, communicate and present design and project work. As part of the costume design team at Gold Creek, students will design and construct costumes for the musical. Statement of Inquiry: Designers can express culture by creating innovative styles to meet trends and community needs.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Research Task	Week 5
Practical Task and Design Folio	Week 10
Practical Task and Design Folio	Week 16
Practical Task	Week 19

# 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	
Rights and Freedoms Statement of Inquiry: Change occurs when individuals and groups stand against inequality.	
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.	
Protest/demonstration inquiry draft	Week 6
Protest/demonstration inquiry final	Week 8
Artefact report	Weeks 14 and 15



# Innovators and Entrepreneurs

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- 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	
Design thinking, project management and business development Statement of Inquiry: Students and teachers will learn a problem solving approach called design thinking via the development a practical business plan.	
Assessment Task	Due Date
Formative assessment - class tasks and class participation, including peer and individual teacher feedback on progress.	Ongoing
Project Folio-Part A: Business idea and development	Week 3
Project Folio -Part B.1: the market	Week 3
Project Folio - Part B.2: competition and system maps	Week 6
Project Folio Part B.3: business canvases	Week 7
Project Folio Part C.business practicalities	Week 8
Project Folio - Part D: Marketing	Week 10
Project Folio - Part E: Design thinking and prototyping	Week 11
Reflection Journal	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

# 9/10 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.
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- 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	
Indonesian Cinema- Bioskop Indonesia Statement of Inquiry: Through creativity, we can convey our purpose of imagining a hopeful world to our audience.	
Ayo mari kita dengarkan musik! - Come on let's listen to music! Statement of Inquiry: Word choice and structure are the building blocks of purposeful messages to build connections and convey personal and cultural expression.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening test	Week 5
Interview task	Week 7
Reading test	Week 15
Writing test	Week 16

# Japanese

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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.
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- 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	
Beauty Statement of Inquiry: Our identity is constructed through messages about culture using structure.	
Study up Statement of Inquiry: Communicating identity and purpose through conventions.	
How much? Statement of Inquiry: Communicating function through global and local contexts.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening test	Week 3
Writing Task	Week 5
Reading test	Week 6
Speaking task	Week 13

# LANGUAGE & LITERATURE

## Comedy and Satire

### 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	
Comedy and Satire Statement of Inquiry: Comedy and satire is shaped by cultural perspective which determines its structure and purpose.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Oral Presentation: Choose a comedian and analyse their form/style of comedy, comedic techniques, (stand up comedians, YouTubers, political cartoonists, etc)	Week 3-5
Literary Analysis on comedic theories	Week 9
Creative response: make your own skit, stand up, or visual comedic piece.	Week 14

# Creative Writing

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Units of Inquiry	
Creative Writing Statement of Inquiry: Writer's craft enables us to communicate and develop an understanding of how our social context and purpose can play a key role in shaping our personal expression.	
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 Response	Week 14

# Crime Fiction

## MYP Assessment Criteria

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- 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 Response	Week 14

# Speculative Fiction

## MYP Assessment Criteria

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- 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	
Speculative Fiction	
Statement of Inquiry: Speculative genres present perspectives on universal themes relating to what it means to be a 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 Response	Week 14



# 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	
Pythagoras' Theorem and Trigonometry Statement of Inquiry: Students will understand how to solve problems involving triangles in real life contexts through comparisons of Pythagoras' Theorem and Trigonometry.	
Probability and statistics Statement of Inquiry: Students will understand how to critically evaluate and present information through logical analysis of data to support decision making processes.	
Geometry Statement of Inquiry: Students will understand how to compare the shape and scale of objects through logical reasoning supported by evidence.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Simultaneous equations and inequalities	Week 2
Pythagoras' Theorem and trigonometry assignment	Week 6
Probability In-class Assessment	Week 10
Statistics assignment	Week 13
Geometry In-class Assessment	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

# Exercise Science

## 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	
Sports Science – The Human Body Statements of Inquiry: <ul style="list-style-type: none"><li>• We explore the functions of body systems that support physical wellbeing.</li><li>• We adapt techniques to a different context and apply scientific principles to refine movements.</li><li>• We understand appropriate ways to refine techniques required to adapt and progress our performance.</li></ul>	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Functional Anatomy Test	Week 5
Components of Fitness Assignment	Week 8
Enhancing Performance and Recovery	Week 11
Drugs in Sport - presentation	Week 14
Sports Medicine – practical assessment	Week 16

# 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.	
Criterion C: Performance in practical lessons	Ongoing
Criterion D: Reflections	Ongoing
Health- Human Movement Test	Week 3
Criterion B: Fitness program	Week 6
Criterion A: Research task	Week 14

# 10 Health

## 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	
Year 10 Health - Human Movement	
Statement of Inquiry: We explore the functions of body systems that support physical well being.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
10 Health - Human Movement Test	Week 3

# Leisure 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	
Practical units - To be negotiated with the classroom Teacher. Statement of Inquiry: We continue to improve our communication skills through interacting in pairs and teams and incorporating inclusive practises into our leisure pursuits.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Planning, performing and reflecting on performance.	Ongoing
Criterion B: Planning for performance	Ongoing
Criterion C: Performance in practical lessons	Ongoing
Criterion D: Reflections	Ongoing
10 Health- Human Movement Test	Week 3
Criterion A: Research task	Week 14

# 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.	
Criterion C: Performance in practical lessons	Ongoing
10 Health- Human Movement Test	Week 3
Criterion B: Individual workout plan	Week 10
Criterion A: Personal fitness workbook	Week 14
Criterion D: Reflection on individual workout plan	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"> <li>• We explore the functions of body systems that support physical well being.</li> <li>• Students understand the changes and consequences that alcohol and other substances have on how their body works.</li> </ul>	
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



# World 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	
Practical units- To be negotiated with the classroom Teacher. Statement of Inquiry: We explore the different opportunities available to gender and culture within the context of sport.	
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
Criterion B: Planning for performance	Ongoing
Criterion C: Performance in practical lessons	Ongoing
Criterion D: Reflections	Ongoing
10 Health- Human Movement Test	Week 3
Criterion A: Research task	Week 14

# 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: Reactions and Organic Chemistry	Week 10
Assignment: Climate Change Essay	Week 13
Test: Cycles and Climate	Week 15