



Year 9 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

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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	
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 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	
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

MYP Assessment Criteria

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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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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

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	
Biomes and Food Security Statement of Inquiry: Humans need to find better ways to feed the planet.	
World War I Statement of Inquiry: The causes of war are rarely obvious.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Information Package tasks	Weeks 3, 6, 9
In-class essay draft	Week 14
In-class essay final	Week 16

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 messages, main ideas and supporting details. Students recognize basic conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details, and draw conclusions. Students recognize 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 personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in basic structured exchanges. Students use phrases to communicate ideas, feelings and information in familiar situations. Students communicate with a sense of audience.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a basic 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	
Le Cinema Statement of Inquiry: Through creativity, we can convey our purpose of imagining a hopeful world to our audience.	
La Musique 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.	
Cinema Listening task	Week 5
Cinema Speaking task	Week 7
Music Reading Task	Week 15
Music Writing task	Week 16

Indonesian

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- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details, and draw conclusions. Students recognize 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 personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in basic structured exchanges. Students use phrases to communicate ideas, feelings and information in familiar situations. Students communicate with a sense of audience.
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Units of Inquiry	
Bioskop Indonesia - Indonesian Cinema 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
Speaking test	Week 7
Reading test	Week 15
Writing test	Week 16

Japanese

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Units of Inquiry	
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.	
Responding Task	Week 7
Writing Task	Week 9
Speaking Task	Week 13

LANGUAGE & LITERATURE

Creative Writing

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	
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 Writing	Week 15

Crime Fiction

MYP Assessment Criteria

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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	
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 15

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: Choose a analyse	Week 3-5
Literary	Week 9
Creative response:	Week 15

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 Response	Week 15

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	
Linear Algebra Statement of Inquiry: Students will understand how real life situations can be modelled through the use of linear equations.	
Consumer Maths Students will understand how quantity of money owed or saved increases through calculations involving simple interest.	
Geometry Statement of Inquiry: Students will understand how to justify the similarity of two triangles through inquiry into the comparison of features.	
Measurement Statement of Inquiry: Students will understand the relationship between surface area and volume of solids through investigations into three dimensional shapes.	
Probability and Statistics Students will understand how to evaluate and present information through analysis of data to support decision making processes.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Linear Algebra In-class Assessment	Week 3
Consumer Maths In-class Assessment	Week 7
Geometry In-class Assessment	Week 11
Measurement In-class Assessment	Week 15
Probability / Statistics Test	Week 17

PHYSICAL & HEALTH EDUCATION

Court Sports - ASSESSMENT CALENDAR

MYP Assessment Criteria

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- 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: Working in team environments requires communication to be able to work with others in different spaces and at different times.	
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
Criterion A: 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
9 Health - Drugs and Alcohol 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
9 Health - Drugs and Alcohol 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	
Energy Statement of Inquiry: Students will understand that energy is a manipulable resource that can be used for multiple purposes through inquiry into basic electronic theory and technological advancements.	
Body coordination Statement of Inquiry: Students will understand that multicellular organisms rely on coordinated and interdependent internal systems through inquiry into how an organism response to changes in their internal and external environment.	
Ecosystems Statement of Inquiry: Students will understand that the actions of living and non-living things affects their environment and each other through an inquiry into our capacity to influence our environment and protect the natural world.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Electrical Practical Report	Week 4
Unit Test (Electricity)	Week 5
Electromagnetic Assignment	Week 7
Body Coordination Practical (Reaction Time)	Week 16
Unit Test - Body Coordination	Week 16
Ecosystems Assignment	Week 18