



Year 8 Unit Outlines Semester 1

ARTS

Media Arts

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 of the art form studied, including concepts, processes, and the use of appropriate language. Students demonstrate knowledge of the role of the art form in original or displaced contexts. Students use acquired knowledge to inform their 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 outline a clear and feasible artistic intention. Students outline alternatives, perspectives, and imaginative solutions. Students demonstrate the exploration of ideas through the developmental process to a point of realization.
- Criterion D: Responding. Students outline connections and transfer learning to new settings. Students create an artistic response inspired by the world around them. Students evaluate the artwork of self and others.

Units of Inquiry	
Logo Design	Statement of Inquiry: Interpretation is dynamic across cultural and social contexts.
Storytelling through Photography	Statement of Inquiry: Interpretation is dynamic across cultural and social contexts.
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Logo Design	Week 5
Storytelling through Photography	Week 10

Music Rotation

MYP Assessment Criteria

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Units of Inquiry	
Graphic Score; Persuasive Writing; Pachelbel's Canon – keyboard skills	
Statement of Inquiry: Communication is vital in presenting an interpretation to an audience	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Graphic Score	Week 4
Persuasive Writing	Week 7
Pachelbel's Canon	Week 10

Textile Arts

MYP Assessment Criteria

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Units of Inquiry	
Printmaking Unit: INSECTology 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.	
Research Textile Artists (formative)	Week 2
Persuasive Essay	Week 4
Practical Task: Insectology Design and Printing Task	Week 8

Visual Arts Rotation (term long course)

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Units of Inquiry	
Assessment Task	Due Date
Identity and Culture Statement of Inquiry: Interpretation is dynamic across cultural and social contexts.	
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process journal (ongoing)	Ongoing
Persuasive writing	Week 4
Realistic self-portrait (pencil)	Week 5
Artist study	Week 6
Enlarging an object (charcoal & conte-form, value/tone)	Week 7
Inner-animal mask (clay)	Week 10

DESIGN

Creative Design

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- 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	
Product Designs and Specifications Statement of Inquiry: When designing and developing products, the creator must evaluate its function and form, through considering the product's sustainability to meet the needs of a global market.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Safety Booklet	Week 3
Product Design and Research	Week 3
Product completion	Week 9

Digital Technology

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Units of Inquiry	
Understanding Digital Systems and Data (4-5 weeks) Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.	
Game Design (8 weeks) Statement of Inquiry: Designers can use technology to convey a message of importance to the community.	
Crack the Code (6 weeks) Statement of Inquiry: Designers can use code to add functionality and complexity to their products.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Research Task	Week 4
Design & Practical Task	Week 12
Design & Practical Task	Week 18
E-Portfolio	Week 19

Food Technology 1 Rotation (Term long course)

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Units of Inquiry	
Introduction to Sensory Design - Crumble	
Statement of Inquiry: Design is an intentional and rigorous plan for improvement	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Practical Lessons	Weeks 4, 6, 9
Demonstration Grids	Week 8
Crumble Design Task	Week 9

STEAM

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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	
Introduction to 3D printing and Robotics Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Research Task	Week 4
Design & Practical Task	Week 7

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 range of terminology in context. Students demonstrate knowledge and understanding of subject-specific content and concepts, through 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	
Ancient to Modern World Statement of Inquiry: Societies change in cooperation and conflict with each other.	
Medieval Societies Statement of Inquiry: Systems allow societies to maintain their culture.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
TEXAS paragraph writing task	Week 4
Source Analysis Test	Week 12
Pecha Kucha Presentation	Week 19

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 identify basic facts, 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. Students recognize basic 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 simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. 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 basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Qu'est-ce que la beauté? Statement of Inquiry: Cultural contexts and biases shape how we express personal messages about beauty	
Perspectives de bonheur Statement of Inquiry: Perspectives on happiness are not universal, messages are shaped by our culture	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Beauty Reading	Week 6
Healthy living interview	Week 12
Happiness listening	Week 14

Indonesian

MYP Assessment Criteria

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- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic 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.
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- 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 basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry

Kecantikan and hidup sehat- Beauty and healthy living

Statement of Inquiry: Cultural contexts and biases shape how we express personal messages about beauty.

Hidup sehat dan kesenangan- Healthy living and happiness

Statement of Inquiry: Perspectives on healthy living and happiness are not universal, messages are shaped by our culture.

Assessment Task

Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Reading comprehension test

Week 5

Oral interview

Week 10

Listening assessment

Week 14

Japanese Phase 1

MYP Assessment Criteria

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- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic 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.
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- 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 basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Sports and Hobbies Statement of Inquiry: Learning language involves thinking of creative ways to solve problems and convey meaning through word choice and expression	
Food Statement of Inquiry: The very purpose of language learning is to communicate with others in order to better understand their point of view	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Responding task	Week 9
Menu task	Week 12
Role play task	Week 13

LANGUAGE AND LITERATURE

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	
Novel Study Statement of Inquiry: External forces and cultural contexts which influence characters and readers affect how they express ideas and perspectives in interactions with others.	
Hero's Journey Statement of Inquiry: Directors and authors create structured and purposeful texts to engage the audience to make connections across genres and cultures demonstrating a universal belief in justice.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Creative Response	Week 5
Analytical Essay	Week 10
Hero's Journey Oral	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 relationships and/or general rules consistent with findings. Students verify and justify relationships and/or 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 and coherent 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 explain the degree of accuracy of a solution. Students explain whether a solution makes sense in the context of the authentic real-life situation.

Units of Inquiry	
Fractions, Decimals and Percentages Statements of Inquiry: Students will understand that fractions, decimals and percentages can be converted and used in different ways through inquiry into the relationships between them.	
Probability and Statistics Statements of Inquiry: Probability & Statistics: Students will understand how probability and statistics can be used to influence decision making processes through investigation into the data collection processes and their limitations.	
Integers and Indices Statements of Inquiry: Integers & Indices: Students will understand how directed numbers can be manipulated through investigation of patterns that arise when operations are repeated.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Fractions, Decimal and Percentages Investigation	Week 4
Probability Test	Week 8
Statistics Assignment	Week 12
Indices Test	Week 17

PHYSICAL AND HEALTH 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 describe physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to explain 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 outline goals to enhance performance. Students design and explain a plan for improving physical performance and health.
- Criterion C: Applying and performing – Students demonstrate and apply a range of skills and techniques. Students demonstrate and apply a range of strategies and movement concepts. Students outline and apply information to perform effectively.
- Criterion D: Reflecting and improving performance – Students describe and demonstrate strategies to enhance interpersonal skills. Students explain the effectiveness of a plan based on the outcome. Students explain and evaluate performance.

Units of Inquiry	
Practical- Dance, Athletics, Cross Country/Fitness, Striking, Throwing and Catching, Kicking, and Racquet Sports Statements of Inquiry: <ul style="list-style-type: none"> • We refine our understanding of the effect of balance and movement during the changes that occur in a competition and begin to develop and appreciate the roles in a team. • We develop communication skills through interacting in teams and adapt techniques 	
Health- Mental Health, First Aid Statements of Inquiry: <ul style="list-style-type: none"> • We develop perspective and understanding of the variety of mental health issues emerging in young people and the subsequent effect on relationships. • Communicating appropriate first aid management techniques is essential to respond to environmental factors. 	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Athletics	Due date to be negotiated by Classroom Teacher
Cross Country/Fitness	Due date to be negotiated by Classroom Teacher
Striking	Due date to be negotiated by Classroom Teacher
Throwing and Catching	Due date to be negotiated by Classroom Teacher
Kicking	Due date to be negotiated by Classroom Teacher
Racquet Sports	Ongoing
Mental Health	Week 9
First Aid	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 describe scientific knowledge. Students apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. Students analyse information to make scientifically supported judgments.
- Criterion B: Inquiring and designing - Students describe a problem or question to be tested by a scientific investigation. Students outline a testable hypothesis and explain it using scientific reasoning. Students describe how to manipulate the variables, and describe how data will be collected. Students design scientific investigations.
- Criterion C: Processing and evaluating - Students present collected and transformed data. Students interpret data and describe results using scientific reasoning. Students discuss the validity of a hypothesis based on the outcome of the scientific investigation. Students discuss the validity of the method. Students describe improvements or extensions to the method.
- Criterion D: Reflecting on the impacts of science - Students describe the ways in which science is applied and used to address a specific problem or issue. Students discuss and analyse the various implications of using science and its application in solving 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: The modern human world depends on our understanding of how to change energy from one form to another.	
Cells, Organs and Organ systems Statement of Inquiry: Cells are specialised to suit their function and interact with one another as part of larger organ and body systems.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Food energy Practical Assessment	Week 5
Energy Test	Week 6
What are the benefits of stem cell therapies?	Week 14
Topic Test: Organelles, Cells and Organs	Week 15