



SUEN, Ho Ying Annabel

M08 Y11

October 2013

1st Quarter Interim Report



Art (Ms. BROOKES, Claire)

Quarter 1

Students have been working on the unit 'Memories', the unit question being 'In what ways does using text in art allow us to express ourselves?' and the AOI focus Community and Service.

Students investigated artists who used text to create art and studied colour theory, lettering, collage techniques, textures, painting and stenciling when exploring individual ideas in their developmental workbooks using the inquiry cycle. They also used digital art to manipulate text to create a compositional idea. The final artwork will be a mixed media piece incorporating lettering with a significant personal meaning. The second unit of study will be 'Natural forms', focussing on Environments and how the natural environment affects artists' work.

Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

Design - Textiles (Mrs. MUSGROVE, Clare)

Quarter 1

In Year 11 Design Technology Textiles this quarter the students have been working on an investigation based on a problem that they have independently chosen along with a self selected AOI. Students are given the opportunity to put into practice their prior knowledge, understanding and experience of the Design Cycle and apply this in Design Technology Textiles to explore the possible solutions of problem solving. The unit question is 'How can I use previous Technology knowledge, with an increased awareness of sustainability, to solve and market a real-world design opportunity?' This project will continue in the second quarter.

Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

Science - Chemistry (Mr. DIAMOND, James)

Quarter 1

The AOI focus of the first chemistry unit is human ingenuity. We examine how we can study the atomic world to predict yields of reactions, the speed at which reactions occur, and how we can change the favored side in reversible reactions to benefit humans. In the first quarter, students had to write an essay regarding the benefits and limitations of changing the favored side in a reversible reaction. All work is assessed using the MYP science criteria.

Overall Achievement Grade (7)	4
Effort and Commitment Grade (A-D)	A

Chinese Language B - Phase 4 (Ms. CHAN, Crystal)

Quarter 1

In this quarter, students in Year 11 Chinese B Phase 4 have studied the Unit “Community” with a focus on the MYP Areas of Interaction “Community and Service”. The unit question was “How do I contribute to the community?” During this time, the students have explored different kinds of public facilities and shops in a community and other related issues. Students have studied texts of different types and for different communication purposes, and been engaged in a range of speaking, reading and writing practices. The students were assessed on Criterion B Visual Interpretation and Criterion C Reading Comprehension. The tasks taken were to finish a visual interpretation based on the poster they made and then a reading comprehension test as a follow up. The next unit will be “Holiday”, the unit question is “How do we benefit from holidays? ” and the AOI focus is “Health and Social Education”.

Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

English Language A (Mr. TELFER, Cal)

Quarter 1

The Year 11 English course aims to develop students' communication and analytical skills through the study of language and literature. Units are organized thematically and students study a range of texts for different purposes, developing the five key skills required for the study of language and literature – reading, writing, speaking, listening and viewing.

In the first quarter, Year 11 students have been studying a unit on short stories and feminism, *To Cut a Long Story Short*, with a focus on characterization. The unit question is 'How does literature reflect the changing position of women in society?' and the AOI focus is Health and Social Education. Student assessment has included a character analysis poster, role-play, a Socratic Seminar and journal writing.

We will finish the unit in the next quarter and then begin our study of *To Kill a Mockingbird* with the unit question 'What causes prejudice and how can prejudice and discrimination be eliminated?'. The AOI focus is Community and Service.

Overall Achievement Grade (7)	5
Effort and Commitment Grade (A-D)	A

Humanities (Mr. NEWMAN, Trevor)

Quarter 1

All year 11 students are in the process of completing their final year for MYP Humanities. We have begun the year with an in-depth exploration of plate tectonics, natural hazards and their impact on individuals and societies. Students have been assessed in the form of a test on plate tectonics and a movie presentation on a specific natural hazard. After the mid-term break students will complete a summative test for the unit that will bring together the essential elements of this unit of study.

The next unit is a local study of Hong Kong through the conceptual lens of population, urbanisation and sustainability. The unit question is 'How has urban Hong Kong planned for population change?'

Overall Achievement Grade (7)	6
Effort and Commitment Grade (A-D)	A

Mathematics (Ms. HARDING, Paule)

Quarter 1

In Year 11 mathematics this quarter, students have been studying quadratic expressions and equations. This has included factorising and expanding quadratic expressions; the method of completing the square; and solving quadratic equations using the quadratic formula. We have recently started to study the graphs of quadratic functions. Students were assessed through investigations and tests.

Overall Achievement Grade (7)	5
Effort and Commitment Grade (A-D)	B

Physical Education (Mr. MORGAN, Jim)

Quarter 1

Students in Year 11 PE took part in a volleyball unit to begin the year's work. The Area of Interaction of Community and service was adopted for this unit, with students taking part in a volleyball tournament both as a member of a team and also taking on the responsibility of refereeing and officiating. The unit question asked students " How can I contribute to this community?" and part of their assessment involved observing their contributions to their team as a player and official. Students were also assessed in a variety of game situations looking at their application of skills and tactics of the sport.

Overall Achievement Grade (7)	6
Effort and Commitment Grade (A-D)	A

Attendance Record

Date Range	14/08/2013 - 11/10/2013
Absent	1 / 38 day(s)
Late	0 / 38 day(s)

Explaining the RCHK Report Cards

There are usually two types of report cards included in a student's records being forwarded to another educational institution: mid-semester *interim* reports (Semester 1 only) and *end-of-semester reports* (Semester 1 / Semester 2). The **Semester 2** report card grades are considered the **final grades** for each subject area for that academic year.

On the interim subject reports there are **Overall Achievement Grades** and **Effort and Commitment** grades. The end-of-semester reports include performance **achievement levels** for **assessment criteria** that vary from subject to subject.

Overall Achievement Grades:

Each subject area has a specific set of **assessment criteria** with varying ranges of **achievement levels**. In each subject area, these achievement levels are mathematically summed and the resulting value is compared to a set of grade boundaries published by the International Baccalaureate (IB) in order to determine the **Overall Achievement Grade** in a 1-7 scale. In the table below are the general descriptors, as published by the IB, that correspond to each of these overall achievement grades.

Grade	General Grade Descriptors for Overall Achievement
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Effort & Commitment Grades:

The students have an **effort and commitment** grade recorded for each subject. When awarding this grade, the classroom teacher has taken into consideration the following factors:

- punctuality to class
- organisation of classroom equipment
- organisation of notes and files
- completion of class work and homework
- motivation to be successful
- positive contribution to class in both group and individual situations
- inclusive use of language
- effective use of the student diary

The awarded grades have the following meanings:

Grade	General Grade Descriptors for Effort & Commitment
A	The student is conscientious in all areas almost all of the time.
B	The student is conscientious in all areas most of the time.
C	The student is generally conscientious: lapses in some areas.
D	The student shows noticeable lapses in many areas.